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Implementing Project DARE: Drug Abuse Resistance Education

Bureau of Justice Assistance

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IMPLEMENTATION MANUAL

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U.S. Department of Justice
Office of Justice Programs

Implementing Project DARE: Drug Abuse Resistance Education

Information and Operation Guide for Law Enforcement Personnel, Education Personnel, and Federal, State and Local Agencies Replicating the DARE Program

Implementation Manual

Bureau of Justice Assistance

June 1988

U.S. Department of Justice
Office of Justice Programs
Bureau of Justice Assistance

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The Assistant Attorney General, Office of Justice Programs, coordinates the activities of the following program Offices and Bureaus: National Institute of Justice, Bureau of Justice Statistics, Bureau of Justice Assistance, Office of Juvenile Justice and Delinquency Prevention, and Office for Victims of Crime.

U.S. Department of Justice
Office of Justice Programs
Bureau of Justice Assistance

Office of the Director

Washington, D.C. 20531

The Bureau of Justice Assistance is pleased to present Implementing Project DARE: Drug Abuse Resistance Education. Since Project DARE's inception by the Los Angeles Police Department and the Los Angeles Unified School District in 1983, law enforcement and education agencies in hundreds of communities throughout the United States have joined forces to prevent substance use among the nation's school children by introducing this program in their schools.

Project DARE is a substance use prevention education program designed to equip children with skills for making decisions, managing stress, and withstanding negative peer pressures to use tobacco, drugs, and alcohol. In partnership with the schools, uniformed police officers, who are carefully selected and trained, teach a 17-session, semester-long validated curriculum to elementary and middle school students.

In 1986 the Bureau of Justice Assistance funded seven Project DARE demonstration sites in cities and states throughout the country. This program brief draws on the findings of these demonstration programs, describes critical program elements and performance standards, and offers step-by-step guidance to help communities develop DARE in their schools. Although the program may appear complex, administrators will find that the approach described in this brief, gleaned from the extensive experience of earlier implementors, is not difficult.

DARE offers a significant opportunity for law enforcement and education agencies to work together to reduce substance use. It also offers law enforcement a unique occasion to impact positively upon the lives of young people. The Bureau of Justice Assistance encourages state and local agencies to apply Justice Assistance Act funds or funding from other authorized sources to implement this innovative program.

Sincerely,

Charles P. Smith
Director

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Foreword

Project DARE (Drug Abuse Resistance Education) is at the forefront of substance use prevention education programs. It is designed to give young people the facts about drugs and alcohol and to "inoculate" them against negative peer pressure by teaching them self-management and resistance skills. This unique program, developed in 1983 as a cooperative effort by the Los Angeles Police Department and the Los Angeles Unified School District, uses well-trained uniformed police officers to teach in the classroom. Employing a formal, semester-long curriculum, Project DARE focuses special attention on students in elementary school exit grades, who are not yet likely to have been led by their peers to experiment with alcohol, tobacco, and drugs and are therefore more receptive to prevention education.

This innovative law enforcement/education partnership program has several noteworthy features:

- *DARE targets elementary school children.* Junior high and high school drug education programs have come too late to prevent drug abuse among some youth. Substantial numbers of young people have reported initiating use of alcohol, tobacco, or marijuana by junior high school.
- *DARE offers a highly structured, intensive curriculum developed by health education specialists.* A basic precept of the DARE program is that elementary school children lack sufficient social skills to resist peer pressure and say no to drugs. DARE instructors do not use the scare tactics of traditional approaches that focus on the dangers of use. Instead, the instructors work with children to raise their self-esteem, teach them how to make decisions on their own, and help them identify positive alternatives to substance use. The DARE curriculum addresses learning objectives consistent with those of many state departments of education and conforms to health education standards.
- *DARE uses uniformed law enforcement officers to conduct the class.* Uniformed DARE instructors not only serve as role models for children at an impressionable age but also have high credibility on the subject of drug use. Moreover, by relating to students in this role, officers develop a rapport that promotes positive attitudes toward police and greater respect for the law.
- *DARE represents a long-term solution to a problem that has developed over many years.* Many people believe that, over time, a change in public attitudes will reduce the demand for drugs. DARE seeks to promote that change by reaching children at an early age. Equally important, DARE instructors help children develop more mature decision-making capabilities that they can apply to many different situations as they grow up.

The Bureau of Justice Assistance has funded the development of this publication to help law enforcement officers, school officials, parents, and community leaders establish Project DARE in their communities. Successful replication of Project DARE requires a commitment to implement the program as a whole, not simply to incorporate various elements into another program. This manual describes Project DARE's essential components, the steps to be followed in establishing the program, who needs to be involved, and various options for program development, staffing, and management.

For those interested in a brief introduction to Project DARE, the Bureau of Justice Assistance has also published *An Invitation to Project DARE: Drug Abuse Resistance Education*. This document is available from:

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William DeJong

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Newton, Massachusetts

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Acknowledgments

We are grateful to the Bureau of Justice Assistance for giving us the opportunity to prepare this manual and to share our excitement about Project DARE with police and school officials who want to work cooperatively in the fight against adolescent substance use. The contributions of many deeply committed people have made this manual possible.

Outside readers unstintingly provided advice and counsel, sharing the challenge of nurturing a new DARE program. We wish to thank Lieutenant Rodger Coombs, Los Angeles Police Department; Lieutenant Wayne Garrett, Virginia State Police; and Johanna Goldberg and Dr. Ruth Rich of the Los Angeles Unified School District for their extensive assistance in preparing this document.

DARE's widespread popularity has given us the opportunity to draw from the knowledge of a variety of sites, representing diverse populations and sections of the country. We are especially grateful to the following individuals, who allowed us to visit their programs and learn firsthand how they successfully replicated Project DARE in their communities: Chief Timothy J. DaRosa, Illinois State Police; Major Steven Roberts, Portland (Maine) Police Department; and Mayor Barry Fujii, Honolulu Police Department. Directors and staff of ten Project DARE programs across the nation also gave generously of their time to participate in telephone interviews about the implementation and current status of their program. (See "Contributing Project DARE Programs.")

We appreciate as well the careful and patient reading and thoughtful comments of program implementers throughout the country: Sergeant Daniel Boyle, Syracuse (New York) Police Department; Barbara Humphrey, Office of the Mayor, Syracuse; Sergeant Greg Howard, Lexington-Fayette (Kentucky) Urban County Police Department; Sergeant Fred Leeds, Illinois State Police; Captain John Pope, Arizona State Police; Major Steven Roberts, Portland (Maine) Police Department; Detective Robert Tinker, Boston Police Department; and Sergeant Mary Tumlin, Huntsville (Alabama) Police Department.

Several of our colleagues at the Education Development Center also contributed to the success of this project. We thank Dr. Marc Posner for his thoroughness in conducting telephone interviews; Michelle Toledo, Anne Corrigan, and Cecile Heimann for their careful attention to detail in producing the final manuscript; and Vivian Guilfoy for her support and constructive critique throughout the production of this document.

We also thank Dorothy Everett, our program manager, whose guidance during all phases of this project proved invaluable.

Contributing Project DARE Programs

Site Visits

Honolulu, Hawaii
- Major Barry Fujii, Honolulu Police Department
- Lieutenant Cary Tokunaga, Honolulu Police Department
- Officer Thomas Kaaiai, Honolulu Police Department
- Elaine Takenaka, Education Specialist
- Claudio Suyat, Hawaii Department of Education
- Claudia Chun, High School Principal, Honolulu Public Schools
- Michael Manos, University of Hawaii

Portland, Maine
- Major Steven Roberts, Portland Police Department
- Officer Karl Geib, Portland Police Department
- Richard Whitmore, Assistant Superintendent, Portland Public Schools
- Dana Allen, Principal, Lincoln Middle School

Illinois
- Timothy J. DaRosa, Bureau Chief, Illinois State Police
- Master Sergeant Fred Leeds
- Sergeant Michael Hickey
- Terry James, Program Specialist
- Linda Lang, Educational Consultant

Telephone Interviews

Huntsville, Alabama
- Sergeant Mary Tumlin, Huntsville Police Department
- Martha Beckett, Assistant Superintendent, Huntsville Public Schools

Arizona
- Captain John Pope, Arizona Department of Public Safety
- Deputy Sheriff Kenneth Pearman, Pima County Sheriff's Department
- Sergeant Pascual Macias, Flagstaff Police Department
- Rebecca Van Marter, Chemical Abuse Prevention Specialist, Arizona Department of Education
- Robert Hamil, Principal, Flowing River School District Junior High School, Tucson
- Stephanie Orr, Supervisor of Counseling and Psychological Services, Flagstaff Public Schools

Little Rock, Arkansas
- Officer Greg Vint, Little Rock Police Department
- Nancy Baker, Mayor's Office

Lake County, California
- Deputy Sheriff Robert Rumfelt, Lake County Sheriff's Office
- Judy Luchsinger, County Superintendent of Schools, Lake County Schools

Kokomo, Indiana
- Inspector Russell Ricks, Kokomo Police Department
- Officer Lawrence Ives, Kokomo Police Department

Lexington, Kentucky
- Sergeant Greg Howard, Lexington-Fayette Urban County Police Department
- Jim Komara, Coordinator of Health and Physical Education, Lexington-Fayette Schools

Albuquerque, New Mexico
- Officer Linda Sena, Albuquerque Police Department
- Philip Barlett, Team on Alcohol and Drug Abuse, Albuquerque Schools

North Carolina
- Special Agent Lee Guthrie, North Carolina State Bureau of Investigation
- Major C. J. Dobies, Durham County Sheriff's Department
- Joseph Johnson, Assistant Superintendent, Durham County Schools
- Edna Davis Brown, Prevention Specialist, North Carolina School Department
- Francis Jones, Associate Superintendent, Ashboro City Schools
- Linda Turrentine, Substance Abuse, Drop-Out Prevention and Guidance Coordination, Jackson County Public Schools

Pittsburgh, Pennsylvania
- Officer Regina McDonald, Pittsburgh Police Department

Green River, Wyoming
- Detective William Young, Green River Police Department
- Douglas Wray, Principal, Roosevelt Elementary School

Introduction

Welcome to Project DARE! Within the year, enthusiastic, committed law enforcement officers will be teaching youngsters in your community's elementary schools ways to avoid adolescent substance use.

Despite the enormous resources that continue to be invested in controlling the supply of illegal drugs, the drug trade continues to flourish. Project DARE demonstrates law enforcement officials' recognition that the problem of substance use must be addressed by stemming demand, especially among young people who might become tomorrow's users.

DARE's reception nationwide has been phenomenal. In a period of three years, the program has been introduced in more than 500 jurisdictions in 33 states, reaching thousands of students.

The excitement about Project DARE continues to grow. The Department of Defense plans to establish DARE in all its schools for military dependents. At the international level, New Zealand is implementing DARE in association with its law-related education program. Other countries, including England and Australia, are exploring the introduction of Project DARE into their schools as well.

With the development of this manual and the funding of additional DARE training centers, the Bureau of Justice Assistance is further increasing access to this exciting program. As a result, hundreds of thousands of more young people will be educated to recognize the dangers of substance use and to resist both the subtle and the direct pressures on them to experiment with drugs.

The Need for Early Prevention Education

There is nationwide concern about the use of drugs and alcohol by high school students and about the increasingly younger ages at which children begin to use these substances. According to the Institute for Social Research (ISR), in its most recent report on drug and alcohol use by American high school seniors, the United States has the highest level of teenage drug use of any industrial nation in the world.[1] In fact, almost two-thirds of all high school seniors will have tried an illicit drug before they finish high school.

One of the more disturbing trends revealed by recent studies is the decline in the average age of first use of alcohol, tobacco, and drugs. Substantial numbers of young people have reported initiating use of these substances by the time of junior high school.[2] Studies by ISR show that, while 1.1 percent of 1975's senior class reported substance use prior to sixth grade, this figure climbed to 4.3 percent for 1985's senior class, a fourfold increase in ten years.[3] According to a recent poll conducted by *Weekly Reader* magazine, one-fourth of the fourth-graders surveyed reported feeling pressured by their peers to try alcohol or marijuana.[4]

In view of these disturbing findings, health education experts concur that prevention education must begin before children have been led by their peers to experiment with drugs and alcohol.[5] Therefore, new prevention strategies focus on providing school children with social skills training, teaching them to identify both overt and subtle forms of negative peer pressure and how to resist it successfully. Such training typically involves behavior modeling, role-play exercises, and extended practice.

Project DARE: An Overview

Project DARE (Drug Abuse Resistance Education) is a substance use prevention education program designed to equip elementary school children with skills for resisting peer pressure to experiment with drugs and alcohol. This unique program, developed in 1983 as a cooperative effort by the Los Angeles Police Department and the Los Angeles Unified School District, uses well-trained uniformed police officers to teach a formal curriculum to students in the classroom on a regular basis. By helping students develop self-management and resistance skills, Project DARE is in the forefront of innovative programs designed to give young people the facts and to "inoculate" them against peer pressure.[6]

Several of the DARE lessons focus on building students' self-esteem, stressing that children who feel positively about themselves will be more capable of asserting themselves in the face of negative peer pressure. Still other sessions emphasize the consequences of using tobacco, alcohol, and drugs and identify alternative means of coping with stress, gaining peer acceptance, and having fun.

Through DARE, students learn that real friends will not push them into trying alcohol and drugs, and that being grown-up means making their own decisions and coping with problems in a positive way. Most important, students learn and practice specific strategies for responding to peers who offer them these substances, rehearsing how to say no effectively.

Each DARE officer may be assigned to as many as five schools per semester, one for each day of the week. Officers usually teach no more than four class units per day, spending the balance of their time giving visitation lessons to grades K–4, having lunch with students, and interacting with students on the playground. As time permits, the officers may visit other schools for one day to present an abbreviated DARE curriculum, holding assemblies and visiting individual classrooms. Officers also hold sessions for parent groups, civic organizations, and faculty members to familiarize them with the scope of the substance use problem and to introduce the DARE program.

Evaluations conducted on behalf of Project DARE by the Evaluation and Training Institute (ETI) in Los Angeles[7] reveal great enthusiasm for the project among principals and teachers and a widespread conviction that the program has been successful in making students less accepting of substance use and better prepared to deal with peer pressure. Across all of ETI's evaluations, tests of students' knowledge, attitudes, and self-esteem have shown marked improvement among students reached by DARE.

A recent evaluation conducted by DeJong[8] assessed the impact of Project DARE on the knowledge, attitudes, and self-reported behavior of seventh-grade children who had received the full-semester DARE curriculum during sixth grade. Compared with a control group, students who have received DARE training reported significantly lower use of alcohol, cigarettes, and other drugs since graduating from the sixth grade. These findings were especially strong for boys. In response to three questions for which students were asked to imagine friends pressuring them to use alcohol or drugs, students who had received DARE training were significantly less likely to indicate acceptance of their friends' offers. Moreover, refusal strategies used by the DARE group more often included removing themselves from the situation or suggesting alternative activities, strategies emphasized by the DARE curriculum.

Purpose and Organization of This Manual

Positive findings such as these have led the Bureau of Justice Assistance to fund the development of this manual to assist law enforcement officers, school officials, parents, and community leaders with replicating DARE in their communities. Programs that have implemented DARE have found that successful replication requires a commitment to implement the program as whole. This means that, to ensure the establishment of an authentic DARE program, ten elements, delineated in Exhibit A, must be present.

Each of the first ten chapters of this manual discusses the steps required to complete one of these elements. The chapters are presented in the order in which the elements are likely to be implemented. At the end of each chapter are performance standards that will help to determine whether necessary tasks have been performed.

Completing the first cycle of DARE typically requires approximately 12 months. A time line giving estimated times for implementing each element and meeting performance standards appears in Exhibit B. Chapter 2 lists factors that may affect this schedule.

Chapter 11, Evaluation, is intended to help administrators decide whether and how they wish to have their activities formally evaluated. Chapter 12 provides an opportunity to review the year's activities and to plan for program refinement and expansion in the coming year.

The body of this manual addresses program development at the community level. A number of states, however, have chosen to coordinate DARE program development and oversight at the state level. Because some of the communities using this manual will be part of a statewide system, tasks that state coordinators may require are noted when the tasks differ from those a free-standing program would perform. The advantages of state coordination and the role and development of statewide systems are outlined in Appendix C.

EXHIBIT A:

DARE PROGRAM ELEMENTS

Element 1: *Joint Planning: A Partnership Between Law Enforcement and Education Agencies*

Purpose: To ensure cooperation among participating agencies for effective implementation of the DARE program

Element 2: *Written Agreements: A Structured Plan for Program Implementation*

Purpose: To establish guidelines and procedures for program support and operation

Element 3: *Officer Selection: The Recruitment and Selection of Qualified Law Enforcement Officers*

Purpose: To ensure that officers assigned to teach DARE have appropriate skills, are committed to substance use prevention, will be good role models, and have an aptitude for and commitment to working with young children

Element 4: *Officer Training: Training Provided by an Accredited DARE Training Agency*

Purpose: To ensure that all officers receive consistent instruction, so that they can fulfill the responsibilities of DARE instructors according to established standards

Element 5: *Curriculum: The Certified DARE Curriculum*

Purpose: To ensure that all students receiving DARE benefit from the consistent presentation of a validated, cumulative, structured curriculum

Element 6: *Principal/Teacher/Parent Orientation: Procedures for Preparing School Personnel and Parents to Support and Reinforce DARE Teaching*

Purpose: To ensure that DARE activities are understood, accepted, and reinforced by school administrators, teachers, and parents

Element 7: *Classroom Activities: Providing for a DARE Officer Presence in the Schools*

Purpose: To teach children self-management skills and techniques for resisting negative peer pressures and to develop a positive relationship between children and law enforcement

Element 8: *Appraisal of Officer Performance and Procedures for Monitoring Classroom Activities*

Purpose: To ensure that the DARE curriculum is presented accurately and effectively

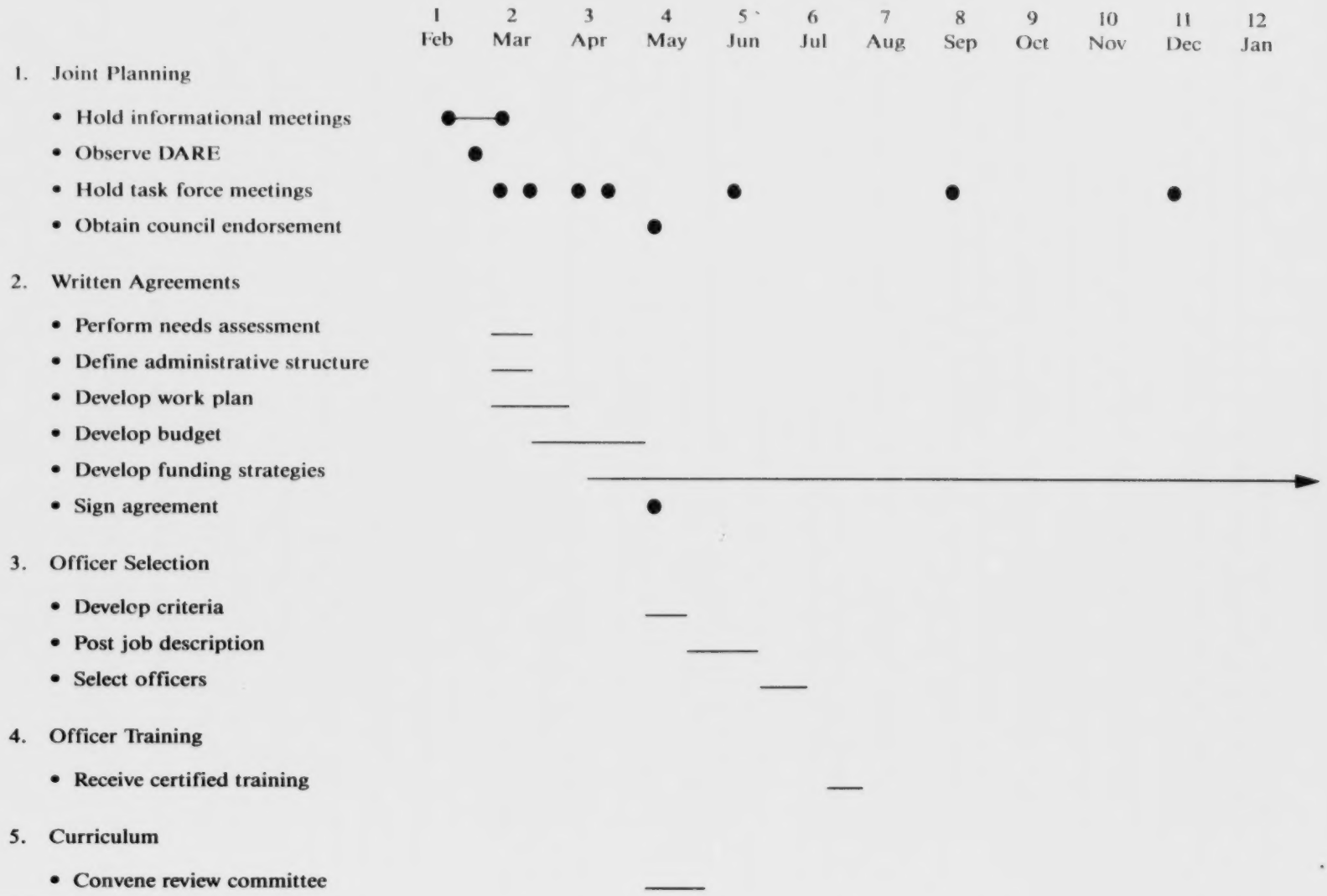
Element 9: *Community Outreach: Activities for Officers to Promote DARE in the Community*

Purpose: To ensure community support and understanding of substance use prevention activities and to extend prevention education to a broader population

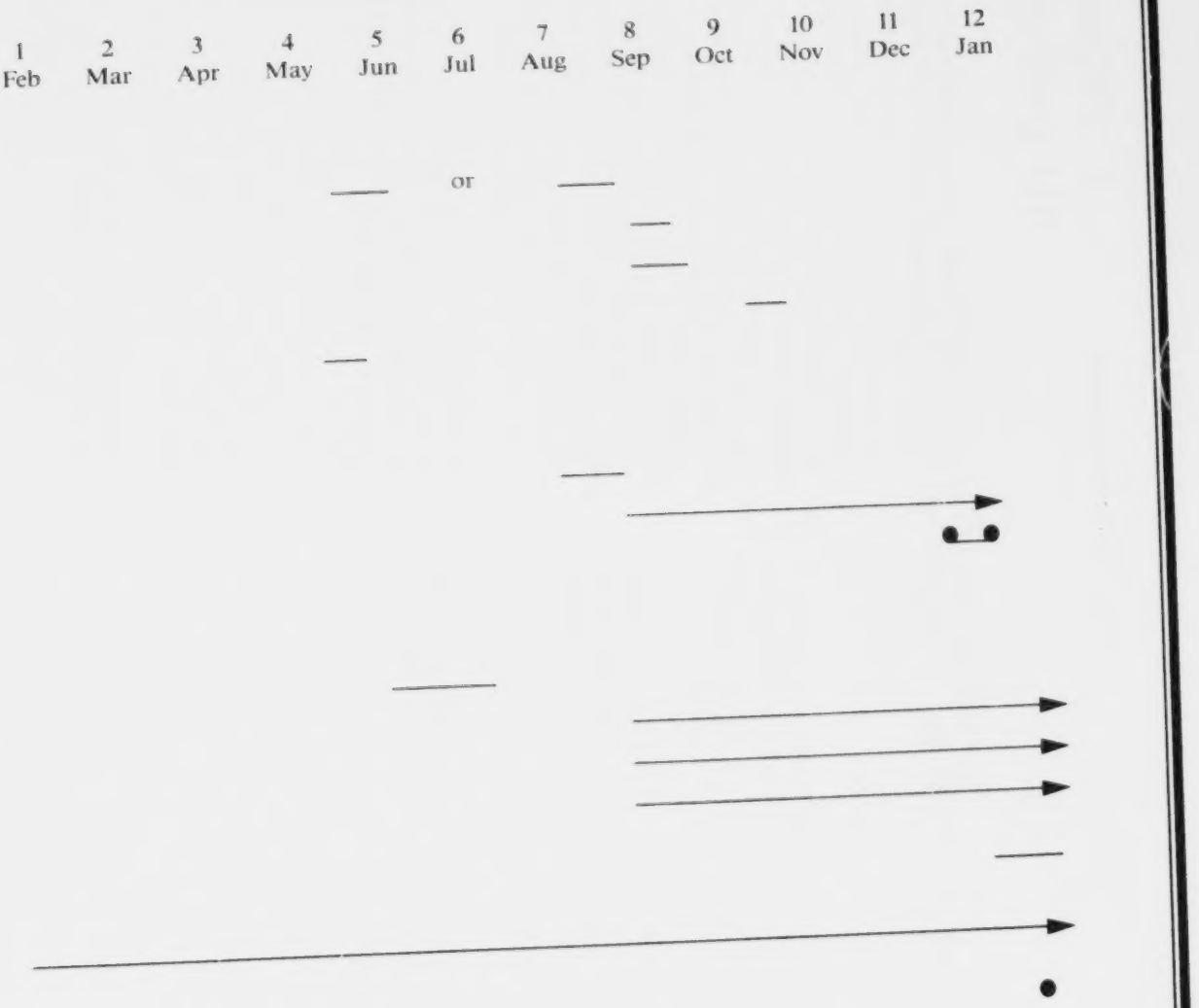
Element 10: *Continued Updated Training: Provision of Regular Inservice Training*

Purpose: To ensure that DARE officer skills are reinforced and strengthened and that DARE officers are kept abreast of new and changing information significant to the DARE program

EXHIBIT B — DARE DEVELOPMENT TIME FRAME*



* While a program can start at any time of the year, this exhibit assumes a February start-up to allow time to complete the elements necessary to begin DARE teaching in September.


1 Feb
2 Mar
3 Apr
4 May
5 Jun
6 Jul
7 Aug
8 Sep
9 Oct
10 Nov
11 Dec
12 Jan
6. Principal/Teacher/Parent Orientation
or
• Orient principals
• Orient teachers
• Inform parents
• Hold parent education evenings
• Develop student referral policy
7. Classroom Activities
• Develop schedule
• Teach DARE curriculum
• Award student certificates
8. Program Appraisal
• Develop criteria
• Observe classroom performance
• Provide feedback to officers
• Collect data
• Survey teachers, students, parents, administrators
9. Community Outreach
10. Continued Updated Training

Notes To Introduction

1. L.D. Johnston, P.M. O'Malley, and J.G. Bachman, *Drugs and American High School Students, 1975–1983* (Rockville, Md.: National Institute on Drug Abuse, U.S. Department of Health and Human Services, 1984).

2. J. Green, "Overview of Adolescent Drug Use," in *Youth Drug Abuse: Problems, Issues, and Treatment*, Ed. G. Beschner and A.S. Friedman (Lexington, Mass.: Lexington Books, 1979), 17–44.

3. L.D. Johnson, P.M. O'Malley and J.G. Bachman, *Drug Use Among American High School Students, College Students, and Other Young Adults: National Trends Through 1985* (Rockville, Md.: National Institute on Drug Abuse, 1986).

4. "Drug Education Gets an F," *U.S. News and World Report*, October 13, 1986, 44–63.

5. J.M. Polich, P.L. Ellickson, P.L., P. Reuter, and J.P. Kahan, *Strategies for Controlling Adolescent Drug Use* (Santa Monica, Calif.: Rand, 1984).

6. W. DeJong, "Project DARE: Teaching Kids to Say 'No' to Drugs and Alcohol," *NIJ Reports*, March, 1986, 2–5. Also, W. DeJong *Arresting the Demand for Drugs: Police and School Partnerships to Prevent Drug Abuse* (Washington, D.C.: National Institute of Justice, U.S. Department of Justice, 1987).

7. There are three evaluation reports prepared by the Evaluation Training Institute in Los Angeles, written by G.F. Nyre: (1) *An Evaluation of Project DARE (Drug Abuse Resistance Education)* (1984); (2) *Final Evaluation Report, 1984–1985: Project DARE (Drug Abuse Resistance Education) Training* (1985); and (3) *DARE Evaluation Report, 1985–1986: Project DARE (Drug Abuse Resistance Education)* (1986).

8. W. DeJong, "A Short-term Evaluation of Project DARE (Drug Abuse Resistance Education): Preliminary Indications of Effectiveness," *Journal of Drug Education* 17, no.4, (1987): 279–94.

Chapter 1
Starting Up

Joint Planning: A Partnership Between Law Enforcement and Education Agencies

This chapter describes the steps needed to develop community consensus to initiate Project DARE. Included are examples of how communities learn about DARE, answers to questions commonly asked about DARE, and steps for establishing a community task force to plan, oversee and promote DARE. Most important is a discussion on the development of partnerships among education, law enforcement, and other community agencies at the city or town level.

The process followed in establishing a new DARE program will be dictated in part by the type of jurisdiction involved, whether it be a single city or town, a regional consortium of small communities, or an entire state. Whatever the size and scope of the program, DARE requires the investment and collaboration of both law enforcement and education agencies. While the initiative may be taken by either agency or even by a third party, such as the mayor's office or a parents' group, both law enforcement and education officials must be involved in early planning and implementation.

The establishment of state coordination and oversight and its advantages are described in Appendix C.

Initially Hearing About DARE

The implementation process begins when a member of the community first hears about Project DARE. In this context "community" refers to a group with shared government and may be a city, town, state, county, or regional structure. For example:

- An individual from the community can hear about DARE at a conference. Honolulu's Chief of Police heard about DARE when speaking with Chief Daryl Gates of Los Angeles at a conference.
- An individual from the community can read an article about Project DARE. The Mayor of Little Rock, who had been looking for an anti-drug program, read about DARE in *NIJ Reports* (see Appendix B).
- Word-of-mouth communication may occur from a neighboring community or state that has considered or implemented DARE. The State Attorney General of North Carolina learned about DARE when Virginia implemented the program.

Often a community actively researches options for substance use prevention education and learns about DARE as one of many curricula. For example, in Lakeport, California, a member of a parents' group investigating alternative elementary drug education programs discovered the Los Angeles DARE program as an example of one of many programs used in California and brought it to the group's attention. In both Arizona and Illinois a high-level public safety official, recognizing that the war on drugs cannot be won solely by attacking the supply, directed state law enforcement staff to identify ways in which state law enforcement could become involved in prevention. A survey of law enforcement efforts led them to DARE.

Learning More About DARE

Representatives of law enforcement and education agencies need to research jointly. The best ways to learn about DARE are as follows:

- Read printed materials. This manual provides much information. Refer also to the Bureau of Justice Assistance program brief, *Invitation to Project DARE*, and other sources listed in Appendix B.
- Speak with school and law enforcement people who have implemented the program. If you know of none near you, get in touch with one of the contact people listed in Appendix A.
- Visit a DARE program. Most communities are enthusiastic about their DARE efforts and want to encourage others to try the program. DARE officers are accustomed to being

observed and discussing the program's benefits. The DARE contact people can help identify a program if you know of none nearby.

- Observe a DARE officer training seminar. DARE officer trainings are scheduled throughout the year, and observers are welcome. DARE contact people will know when and where upcoming training seminars will occur.

Portland, Maine, established an investigative task force of all concerned agencies. Three educators (two assistant superintendents and a principal) and three law enforcement representatives (the Commander of Investigative and Staff Services, a sergeant, and a line officer) spent a week in Los Angeles. They met with administrators in the police and school departments, observed DARE officer training, visited DARE classes in the schools, and attended a DARE officer meeting. This convinced the task force of DARE's suitability and prepared them to present the program to city decision-makers and to begin the planning process.

In Lexington, Kentucky, the county commonwealth attorney read about DARE in *NIJ Reports*. He shared the article with the police lieutenant in charge of the city's narcotics unit and the sergeant in charge of public affairs, and in the spring they presented the program to the board of education. A committee of teachers, school department administrators, and community members that had been studying substance use program options for a year and was making recommendations to the board at the same time also supported DARE. The board agreed that they would like to see DARE piloted in the schools the following fall.

In North Carolina, the Director and Deputy Director of the State Bureau of Investigation and the Attorney General attended a conference at which the DARE program in the neighboring State of Virginia was described. Upon their return, they assigned the supervisor of research and planning to explore the program further. After this officer shared his findings with the state health education coordinator, who agreed that the program had merit, two state officers went to Los Angeles to observe a DARE officer training seminar. Upon their return from Los Angeles, the officers met with local law enforcement agencies around the state to determine whether there was interest in the program. State educators subsequently observed Los Angeles DARE training and classes in the schools. The enthusiastic response of state and local education and law enforcement agencies led to a pilot program in 15 school districts.

Establishing a Community Planning Task Force

The Need for Community Involvement

This manual is based on the premise that the establishment of DARE is most effectively addressed by a community-based planning process. Such a process will:

- bring to program development the knowledge and skills of agencies and individuals with diverse interests and experience
- establish a group of informed citizens who can assist with the development of broad-based community support for implementation
- bring together individuals who can share the tasks of administering the program
- bring together representatives of agencies who may share in meeting implementation costs
- inform and involve those parties who may otherwise perceive DARE as a competitor or as educationally inappropriate
- develop advocates who will ensure the survival of the program
- make the program less vulnerable to changing administrations

The Selection of Participants to Study the Program

The individual or agency responsible for finding out more about the DARE program should invite representatives of key agencies and organizations to join in researching DARE. In this way, potential partners in DARE will be informed and prepared to begin the planning process when the decision to establish DARE is made.

Typical participants in initial community meetings representing a number of important sectors are listed below.

Town or city government

- Mayor (or designee)
- Council member or selectman
- Town or city manager

Education

- Member of the school committee
- School superintendent or designee
- Health education coordinator
- Curriculum coordinator

- Elementary school principal
- Psychologist, social worker, or guidance counselor
- Classroom teacher
- Representative of teachers' association
- Student representative

Parents

- President of PTA or designee
- Other parent

Law enforcement

- Police chief (or designee)
- Officer from juvenile, community services, safety, or narcotics unit
- Sheriff (or designee)
- U.S. attorney
- State district attorney

Community

- Representative of local drug/alcohol prevention or treatment program
- Community business leader
- Representative of local civic or community service organization
- Representative of local news media

Members of this group generally constitute the ongoing DARE community task force.

The Initial Meeting

The initial planning meeting may be organized by a law enforcement, education, or government agency. The invitation to attend needs to be accompanied by a preliminary information packet that will develop interest in attendance and prepare participants for discussion. To ensure that these materials are read, they should be brief. Items may include *Invitation to Project DARE* (published by the Bureau of Justice Assistance) or reprints of other articles (see list in Appendix B), as well as a listing of DARE lessons (see Chapter 6, Figure 6.3). It is advisable to follow up the written invitation with a phone call to encourage key people to attend. The setting should be one that is conducive to discussion, preferably around a table.

This first meeting will have two purposes: (1) to inform participants about DARE and (2) to initiate a working relationship among participants. Most of those attending the meeting will be there because they share a concern about adolescent substance use and are seeking an effective solution. Desired meeting outcomes are to identify a coordinator, establish a DARE community task force, and agree to develop a work plan.

A sample agenda for the initial meeting is as follows:

Agenda

I. Explanation of meeting purpose

II. Introduction of participants

III. DARE background: history and evaluation findings

IV. Videotape*

V. Presentation by DARE officers and school representatives from a nearby community

VI. Questions and answers

VII. Discussion of next steps

VIII. Designation of an individual to coordinate follow-up

IX. Establishment of date for next meeting

In some cases, the chief of police and the superintendent of schools will have follow-up discussions between themselves before community planning proceeds. In other cases, the entire study group may need to hold several follow-up meetings before identifying a coordinator and organizing a task force.

Common Questions

Certain questions are commonly asked by those considering the introduction of Project DARE. Some of these questions, with suggested answers, follow.

What is special about Project DARE? Why should we choose this program?

* A copy of the videotape *DARE Illinois*, with 12- and 19-minute versions, including excerpts of officers in the classroom and statements by educators and students, may be obtained by sending a blank tape to Laura Ewing, State Police Training Academy, 3700 East Lake Shore Drive, Springfield, IL 62707.

- DARE has been successfully implemented in many jurisdictions.
- DARE utilizes law enforcement officers to teach a structured substance use prevention curriculum in a non-law enforcement role, unlike other programs in which officers act as enforcers as well as teachers.
- DARE provides a rigorous 80-hour training seminar to prepare law enforcement officers for classroom teaching.
- The use of a specially trained police instructor to provide substance use prevention education relieves the regular classroom teacher of the sole responsibility for teaching this subject; ensures that time will be scheduled for this instruction; accentuates the importance of the topic; and gives credibility to the presentation.
- DARE targets students at an age when they are receptive to this kind of education and prepares them for entry into junior high school.
- DARE includes opportunities for students to interact informally with police officers in a positive, nonthreatening, nonpunitive relationship.
- The curriculum, developed by health educators, incorporates validated educational principles.
- The DARE curriculum prepares students by teaching them skills to resist negative peer pressure, including such life skills as assessing risks, making decisions, managing stress, recognizing and selecting alternatives to drug use, and knowing concrete strategies for saying no.
- Project DARE is "packaged" for easy replication.

What resources will be needed?

Basic requirements for teaching DARE are listed below. Costs are specified in Chapter 2 in the section on developing the budget.

- One police officer, assigned full-time, to teach at up to five elementary schools per semester, or 10 per year. Smaller systems may consider a part-time assignment, as long as the officer spends a whole day at each school.
- Student workbooks. One 35-page workbook, which can be reproduced locally, will be needed for each core curriculum student.
- Films. A film, *Drugs and Your Amazing Mind*, is used in conjunction with Lesson 2 (see Chapter 5). *Sons and Daughters—Drugs and Booze* is needed for the parent education evenings (see Chapter 6).
- Travel to the DARE officer training site and meals and lodging for the two-week training. Education and/or law enforcement administrators may accompany DARE trainees to observe the training.
- DARE curriculum. One copy per officer will be needed. Copies are released only to communities that have officers trained to teach DARE.
- Graduation certificates for students successfully completing the DARE curriculum.
- Teaching aids and promotional materials, as resources allow.

Will school and police administrators have difficulty working together?

Schools and police have different administrative styles and are not commonly accustomed to working together. Communities find, however, that a structured program and a mutual commitment to preventing substance use among young people provide strong motivation for pursuing this cooperative effort.

Can the law enforcement department afford to reassign officers to classroom duty?

Each veteran officer on patrol is important to the fight against crime. Administrators, therefore, need to decide whether assigning an officer to Project DARE is worth the cost of a reduced presence on the street. Law enforcement administrators in several hundred jurisdictions, having recognized the limitations of past approaches to their communities' drug problems, have determined that it is. Small law enforcement departments serving small school districts will find that an officer can be assigned to the program two or three days per week.

Will there be resistance in the education community to a law enforcement presence in the classroom?

Police officers are usually viewed as law enforcers, not as teachers. However, DARE officers are well-trained, committed individuals who quickly prove their effectiveness as classroom teachers. When teachers and administrators observe individual

officers teaching the DARE curriculum, resistance evaporates.

Is DARE compatible with our community's health and substance use education program? How can DARE be fit into an already full classroom schedule?

Schools are concerned that the teaching of basic skills may be neglected as the demands increase to address other topics of social concern. The multifaceted DARE curriculum, which was developed by health education specialists, emphasizes basic skills that students must learn and complements most health education curricula.

The State Department of Education in Hawaii found that DARE met several social studies learning objectives:

- to develop basic skills for learning and effectively communicating with others
- to develop positive self-concept
- to develop decision-making and problem-solving skills
- to develop physical and emotional health
- to develop a continually growing philosophy that reflects responsibility to self as well as to others

The Virginia program printed a comparison of the DARE curriculum with the *State Health Education Curriculum Guide* and the *State Health Education Standards of Learning Objectives*. The comparison was used to promote Project DARE among local school districts. Copies of the document may be obtained from Harold D. Lakey, Supervisor, Health and Physical Education, Department of Education, Box 6Q, Richmond, VA 23216, telephone (804) 225-2671.

For a list of the skills and learning objectives addressed by each DARE lesson see Chapter 5, Figures 5.1, 5.3, and 5.4.

DARE is frequently incorporated as one component of a comprehensive substance use prevention education program, complementing and reinforcing other curricula. For example, schools in Newton, Massachusetts, integrate comprehensive drug and alcohol units in the K–5 science curriculum, provide DARE at grade 6, and for grades 7–12 include drug and alcohol education in physical education, biology, life skills, and driver education.

Formalization of the Task Force

If there is agreement that DARE development should move ahead, a coordinator who will be responsible for ensuring that activities continue needs to be identified. Most commonly, responsibility for coordination is assumed by someone from the police department (e.g., a community services officer) or the school department (e.g., a health educator). Since DARE is a law enforcement/education partnership, coordination may be shared by representatives from each department. Occasionally, the chair of the community drug use prevention task force or a representative of the mayor's office may assume the role of coordinator.

Obtaining Government Endorsement

In most communities, a governmental decision-making body such as the board of education or the city council must sanction the allocation of resources for DARE implementation. Programs that are initiated with the strong support of a governor, mayor, state or district attorney, chief of police, school superintendent, or school board generally encounter fewer obstacles during the program development process. Approval is sometimes given almost immediately to programs that are proposed by those individuals, particularly when the education and law enforcement agencies already have an established working relationship. Where support of such leaders is not present at the outset, it can be developed by inviting them to participate in the studying and planning process. If their direct involvement is not feasible, keeping these individuals informed is essential.

Thus, some programs obtain government endorsement early. Others must develop a full budget and work plan as described in Chapter 2 for presentation to decision-making bodies before receiving approval for program implementation.

Performance Standards

1. One or more meetings with representatives of concerned agencies or organizations (school and police departments, mayor's office, parent groups, state substance abuse agencies, etc.) to:
   - provide decision makers and potential supporters with information about and a written description of DARE
   - discuss how DARE meets educational and law enforcement objectives
2. Meetings of law enforcement and education

representatives with operating DARE programs to learn about DARE firsthand, coupled with observation of DARE classes and/or DARE officer training seminars.

3. A community task force representing law enforcement, education, government, and other concerned agencies to plan program structure and development and to promote community support.

4. Endorsement of the intention to implement DARE by the board of education, city council, or other governing body.

Chapter 2
Building a Team

Written Agreements: A Structured Plan for Program Implementation

This chapter describes program planning. Steps include needs assessment, administrative structure, budgeting, and strategies for obtaining funding. The chapter concludes with written agreements that are drafted to incorporate planning decisions and formalize the school/law enforcement partnership which is critical to DARE implementation.

Developing a Work Plan

A typical community program development experience (see Figure 2.1) and the development time frame for DARE (see Exhibit B) can be used to guide the drafting of a work plan. Because timing is affected by a number of factors, there may be some differences between the development time frame and the community experience. Factors that affect timing include the following:

- The availability of resources. When additional funding or staffing is needed, program initiation depends upon establishing new positions, hiring additional officers, or submitting a proposal and conducting other fund-raising activities.
- The availability of officer training. A community may be prepared to assign an officer immediately but find that start-up is delayed because training is not available from an accredited site until later in the year.
- The school schedule. Not enough time may remain in the school year to start the 17-week sequence of lessons. The community may decide to delay sending the officer(s) to training so that the training will be fresh when the officer enters the classroom.
- The community structure. To start the program, some communities may need simply the approval of the chief of police and the superintendent of schools. Others, however, may need endorsement from the mayor, city council, town manager, and/or school board, which requires more time to secure.

Performing a Needs Assessment

Purpose and Factors to Consider

The purpose of the needs assessment is to determine the size of the target population and the resources required to implement DARE. Listed below are some questions to examine.

- Target population:

  Which grade will be targeted? The DARE core curriculum targets fifth- and sixth-grade students. Considerations will include which grade is the elementary "exit" grade and how the DARE curriculum relates to other health education activities at that grade level.

  How many schools will participate? Will the DARE program be systemwide, or will it be piloted in selected schools? Will the program be mandated in all the schools, or will it be offered only to those schools whose principals volunteer to participate? Will parochial or other private schools be included?

  How many classes will be reached? Presenting a core lesson requires 45–60 minutes. To allow time for lesson preparation and for the officer's informal interaction with students at lunch, recess, and before and after school, a DARE instructor should not be expected to teach more than four core classes per day.

  How many core curriculum (17-lesson) students does the designated number of classes represent?

  Will DARE visitation classes be offered to grades K–4? (See Chapter 5, Teaching Instruments.) In how many schools? To how many classes? How many students?

  Will an abbreviated program be offered to private or parochial schools? Abbreviated programs requiring one or more days per school may be presented to those schools not receiving the full DARE curriculum.

Figure 2.1

TYPICAL COMMUNITY PROGRAM DEVELOPMENT SEQUENCE

Month 1 — A community member learns about DARE, performs preliminary research, and invites representatives of key organizations to an informational meeting. Meeting participants decide to send education and law enforcement representatives to observe the program. The representatives observe the program and report to the planners, who establish a task force.

Month 2 — The task force meets twice a month to develop a work plan and to prepare a presentation for the city council. The chief of police appoints a project coordinator. The school superintendent appoints a school coordinator. A needs assessment is completed, the decision is made to pilot the program, and budgeting begins.

Month 3 — The task force meets twice a month to complete the budget and explore funding strategies. An evaluator is recruited. The budget is submitted to the city council.

Month 4 — The city council approves funding for piloting. The school superintendent and chief of police sign an agreement. A student referral policy is developed. Criteria for officer selection are developed. The curriculum committee completes its review.

Month 5 — Officer positions are posted. Principals are oriented.

Month 6 — A panel interviews and selects officers. A progress report meeting with the task force is held.

Month 7 — Officers attend the two-week DARE training seminar and are accompanied by the school coordinator and project coordinator. The coordinators order teaching materials and meet with the evaluator.

Month 8 — The DARE officers meet with school principals for class scheduling, teacher orientation, parents' meetings, and culmination (DARE student graduation). For teacher orientation, a DARE officer speaks to faculty meetings and meets with each core grade teacher. Principals send letters to parents. An evaluation pretest is given to pilot and control classes. DARE instruction begins in elementary schools. A progress report is submitted to the task force.

Month 9 — Parents' meetings are held. The coordinators recruit schools for the next-semester.

Month 10 — The coordinators orient principals for the next semester.

Month 11 — Teachers, students, parents, and administrators are surveyed. Culmination exercises are held. A progress report is submitted to the task force.

Month 12 — DARE officers attend inservice training. An evaluation posttest is administered to pilot and control schools. DARE officers meet with principals and teachers of second-cycle schools.

Month 13 — The second-semester cycle starts.

Month 14 — Evaluation results are presented to the task force and school, law enforcement, and city administrations. The decision is made to expand DARE.

Month 16 — Culmination exercises are held.

- Resources required:

  How many officers will be needed? Programs find that DARE is more effective when an officer remains at each school for a full day. One officer can teach up to 10 elementary schools per year—one day per week for 17 weeks at each school (i.e., five schools per semester). Small school systems may find that the assignment of a DARE officer one or two days a week will be adequate. Communities may want to consider having one or more extra officers trained to serve as backup in case of a regular DARE officer's absence due to illness or other emergencies. It is recommended that part-time or substitute DARE officers be assigned to units such as community services to avoid law enforcement duties that may conflict with the DARE image or result in court dates that could interfere with classroom obligations.

  Based on the number of officers to be trained, what will training travel costs be? Will educators attend as well? For how long and at what cost?

  What are transportation requirements? Will the police department provide department vehicles, or will the officers use personally owned vehicles? How will transportation costs be reimbursed?

  How many student workbooks will be needed? A workbook, approximately 35 pages long, must be printed for each student who participates in the core fifth/sixth-grade class. Depending upon the quality of the cover and the number of copies produced, costs range from less than $1 to as much as $6 per student.

  How many films will be needed? Large school systems may need more than one set of films.

  Will promotional materials such as brochures, bumper stickers, pins, or T-shirts be produced? Will donations for these items be sought from the community?

Piloting vs. Full Implementation

Resource needs will depend upon the scope of the program. Many communities choose to pilot DARE in a selected number of schools before committing themselves to full implementation. Advantages of piloting are as follows:

- The availability of officers, school staff, and other resources may limit the number of schools the program can serve. A successful piloting effort can persuade decision makers to provide the resources needed to extend the program to all schools.
- Programs are more likely to succeed where they are wanted. Piloting in schools that have volunteered to have the program facilitates DARE's establishment and creates a demand for the program in schools that have not volunteered.
- Positive publicity for the piloting effort promotes community interest and support for full implementation. By selecting as pilots schools that are geographically distributed, a wider, more varied audience can be reached.
- Limiting the number of schools can give new DARE officers more time to concentrate on lesson preparation.
- Piloting gives officers the opportunity to gain experience in the classroom and become more familiar and comfortable with the curriculum.
- Piloting provides the opportunity to evaluate the short-term impact of the program and obtain data supporting expansion to additional schools.

Developing a Staffing Plan

In most DARE communities, oversight of daily operations is primarily the responsibility of the law enforcement agency. Equally important, however, is the participation of an education official who is an equal partner with the law enforcement agency's DARE program director.

Staffing requirements depend upon such factors as the community's size, the number of schools served, the range of educational activities offered, and the command structure of the law enforcement agency. Figure 2.2 presents the organization chart for Project DARE/Los Angeles, the nation's largest citywide DARE program. Figure 2.3 shows the structure in Portland, Maine, a smaller and probably more typical organization.

Los Angeles

The *Project Director*, a Los Angeles Police Department lieutenant, oversees all unit operations and is responsible for activity reports and other documentation required by the Bureau of Special Investigations, which houses the project. He prepares the unit budget, provides leadership in the development and implementation of the program, represents DARE publicly, and is the liaison to other agencies, including the Los Angeles Unified

Figure 2.2

ORGANIZATION CHART: PROJECT DARE/LOS ANGELES

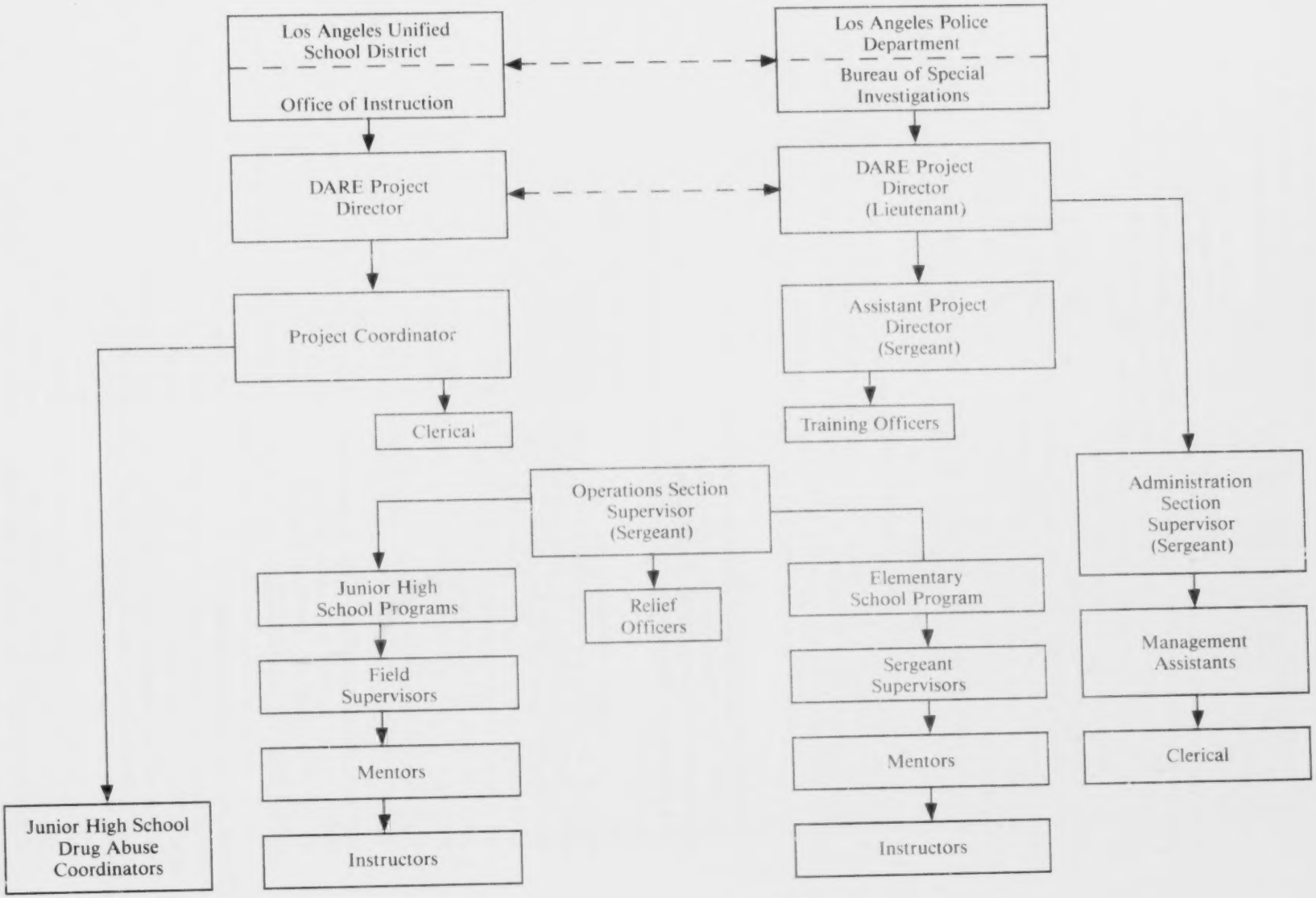
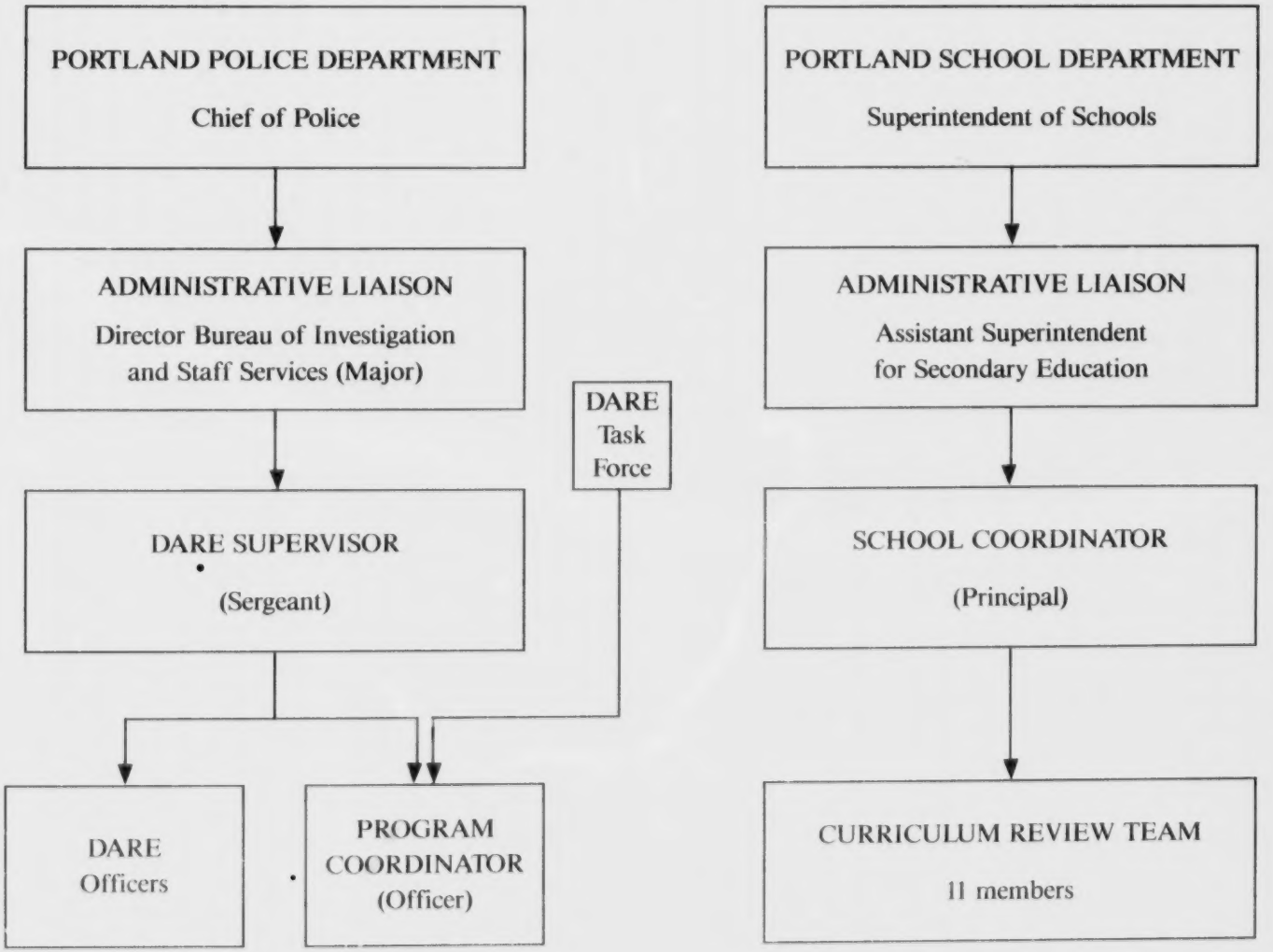


Figure 2.3

PORTLAND, MAINE ORGANIZATIONAL CHART



School District management (LAUSD). A significant portion of the Project Director's time is spent working with community law enforcement and school officials to plan program activities and to coordinate promotional activities to generate community support for DARE.

The *Assistant Project Director*, a sergeant, assumes duties of the Project Director during his absence. He assists with personnel selection, supervises officer/instructor training, and exercises line supervision over training supervisors and officers. He also maintains liaison with school personnel, sharing with them the responsibility for developing, reviewing, and revising instructional materials.

The *Administrative Section Supervisor*, also a sergeant, manages various fiscal and administrative functions of the unit, including developing funding proposals and budget requests, accounting, managing grants, maintaining supplies, preparing correspondence, and coordinating outside public appearances.

The *Operations Section Supervisor*, a sergeant as well, exercises line supervision over field supervisors, mentors, and instructors.

Field Supervisors audit classes, evaluate officers' class performance, and help train new instructors. They are responsible for school assignments; maintaining time records; preparing sick reports, injury reports, and logs; and investigating personnel complaints. They are also chiefly responsible for managing relations with individual school principals.

Mentors are experienced DARE officers who provide DARE instructors with constructive feedback and demonstrate lessons as needed. Each mentor is assigned 10 instructors. Mentors also serve as substitute teachers and conduct abbreviated programs in private and parochial schools.

The *LAUSD Project Director* has responsibility for curriculum development and oversees the activities of the Project Coordinator.

The DARE *Project Coordinator* is the school district's principal liaison with the police department, LAUSD regional administrators, school principals, and other school-based staff. He is responsible for coordinating the introduction of the program into new schools and pilot testing new activities. He also oversees collection of school data, preparation of reports, and revisions in the program's instructional materials, and participates in preservice and inservice training for the officers.

At each junior high school, a school-employed *Drug Abuse Coordinator* is responsible for implementing a substance use prevention and early intervention program and works closely with the Los Angeles Police Department instructors at that level. The Project Coordinator helps plan these coordinators' activities.

Portland, Maine

The *Program Coordinator*, an officer in the Youth Aid Bureau, is assigned full-time by the police department to administer the DARE program. Responsible for coordinating the establishment of the DARE program, he maintains all records, coordinates community public relations activities, and works with the School Coordinator to establish and chair the DARE task force. As task force chair, he calls meetings, maintains meeting minutes, and keeps department heads informed of progress. He is also a DARE instructor.

The *DARE Supervisor*, a sergeant, oversees DARE instructors. He participates in officer selection, observes and evaluates classroom activities, and maintains personnel records for DARE departmental activities.

The *School Coordinator*, a principal at one of the schools hosting the program, works closely with the Program Coordinator. He has been responsible for coordinating collateral work within the school department, such as development of a curriculum review team, scheduling of classes, development of a process for referring at-risk students, and promotion of DARE concepts among the school staff. He also participates in officer selection and observes and evaluates classroom activities. At the end of the school year, the School Coordinator reviews the curriculum with the Curriculum Review Team and the DARE Program Coordinator.

The *DARE Task Force*, which meets monthly, represents the police and school departments, the U.S. Attorney's office, local drug counseling agencies, the school board, the city council, and parents. Responsible for investigating the feasibility of implementing DARE in the Portland public schools, the task force prepared the implementation plan for submission to the school board and the city council through the superintendent of schools and the chief of police. Members of the task force review all materials for program use and serve as a sounding board for community concerns.

The *Curriculum Review Team* has 11 members, including teachers, administrators, and health specialists. Under the leadership of the School Coordinator, they reviewed the Los Angeles curriculum and made recommendations for minor adaptations. They will review the curriculum again at the end of the current year.

To ensure coordination, resolve conflicts among personnel, and provide any necessary discipline, the police department's Director of the Bureau of Investigative and Staff Services and the school department's Assistant Superintendent for Secondary Education were appointed as administrative liaisons to be called upon as needed. Any conflicts not resolved by these assistant department heads are referred to the Chief of Police and the Superintendent of Schools.

Developing a Budget

Budgeting will be based upon the needs assessment and administrative structure. Listed below are items commonly included in DARE budgets. In preparation for drawing up a written agreement, it is important to specify the funding source for each item (e.g., school department, police department, mayor's office, etc.).

Personnel Costs

One full-time police officer for every 10 elementary schools. The cost of reassigning a police officer is generally borne by the police department. In some communities, the school department pays the officer's salary or shares the cost with the police department.

Program coordinator. Unless a program is very large, the coordinator generally holds another position, such as school health education coordinator or police community relations officer.

Other Costs

Officer training. Training is offered by DARE training sites at no cost. There may be a nominal charge for training materials. In most instances, communities pay for officers' meals and lodging; some training sites may pay for lodging and/or meals. Communities pay travel. If educators attend as observers, their travel costs must be paid as well.

DARE curriculum. This curriculum is available to trained DARE officers for $29.95 from the Los Angeles Unified School District.

DARE workbook. One workbook is needed for each core curriculum (Grade 5 or 6) student. Paper and printing costs may be absorbed by a school, police, or municipal printing facility. Cost of covers may be underwritten by a local service organization, bank, or other corporation.

Films. Films may be shared by neighboring communities or borrowed from film libraries. The total cost for *Drugs and Your Amazing Mind* and *Sons and Daughters—Drugs and Booze* is approximately $900. Cost may be donated by private local sources.

K–4 lesson cards. A set of picture cards, *Protecting Our Children*, is needed to illustrate some of the K–4 lessons. These cards are available for $6.75 per set from the Los Angeles Unified School District.

Equipment. Most school departments have 16mm film, overhead, slide projectors, and VCRs. Some DARE programs purchase such equipment to ensure that it will always be available when needed.

Transportation. Depending upon departmental policy, some officers use personally owned vehicles since they will be going to only one site each day and will not be involved in hazardous duty. Other officers use departmental vehicles. In some communities, automobile dealers have donated vehicles.

Handouts. Officers need to photocopy handouts for students, teacher orientations, and parent meetings. Usually they use machines at the school or police department.

Graduation certificates. Each student who successfully completes the 17-session curriculum receives a certificate acknowledging his or her commitment not to use drugs.

Classroom supplies. Many officers make posters or transparencies for selected lessons. Supplies may be provided by school departments or donated by local school suppliers.

Promotional materials. In many communities, service organizations and local businesses willingly donate such items as bumper stickers, T-shirts, pins, and brochures for promotional purposes.

Community education materials. Some programs purchase drug display kits and drug program slide shows to promote community awareness.

Sharing Instructors

Unincorporated communities or small contiguous communities with limited resources may share DARE instructors.

- In Lake County, California, several school districts, the county, and the Office of Education divide the cost of a sheriff's deputy in the classroom.
- Twelve school districts in the unincorporated areas outside the Tucson, Arizona city limits share DARE instructors provided by the Pima County Sheriff's Department.

Obtaining Funding

Locating Funding Sources

Money for DARE activities comes from many different sources.

- *Local revenues.* Because substance abuse prevention for young people is a high priority in many communities, funds for DARE personnel and supplies are allocated from police and school budgets. Funds from the sale of confiscated drug property have been appropriated in some jurisdictions.
- *Federal funding.* Some communities have obtained funding from the Bureau of Justice Assistance or from the U.S. Department of Education's Drug-Free Schools Program. Notices regarding the availability of federal funding appear in the *Federal Register* and *Commerce Business Daily*, which are available at regional federal offices and some libraries. To subscribe, contact the Superintendent of Documents, Government Printing Office, Washington, D.C. 20402-9731, telephone (202) 783-3238.
- *State funding.* State funding may be available through state departments of public health, public safety, or education. Many states publish funding notices similar to those available at the federal level.

  As DARE gains visibility and popularity, states may choose to allocate funds through legislated budget line items.
- *Nongovernmental sources.*
  - Many *foundations and corporations* give money to programs that benefit the communities in which they are located. Information about private foundations and corporate giving programs is available from the Foundation Center through a national network of library reference collections. To find out about the nearest collection, call (800) 424-9836 toll free.
  - *Community service clubs* such as the Lions, Kiwanis, or Rotary frequently donate the cost of classroom or promotional materials. Approach these organizations by offering to speak at a meeting and then follow up the speech with a letter or visit to the club president. Find out, too, the organization's funding cycle; money is more likely to be available after fund-raising campaigns or early in the fiscal year.
  - *Local businesses* such as banks or fast food outlets also underwrite the cost of materials in some communities. Write a letter to the public affairs officer or the local manager, describing the program and your needs. Follow up by phone to schedule an appointment.
- *DARE AMERICA.* DARE AMERICA is a national nonprofit corporation established to create nationwide awareness of the DARE program and its effectiveness. The corporation coordinates a national funding campaign to supply printed educational materials, notebooks, films, and other teaching aids to law enforcement agencies interested in establishing DARE. For more information, contact Sergeant Jerry Scott, DARE AMERICA, P.O. Box 2090, Los Angeles, CA 90051-0090, telephone (800) 223-DARE.

Sometimes publicity generates offers of assistance. In Honolulu, media coverage of the DARE program prompted a printing firm sales representative to contact the police department with an offer to solicit funds from area businesses to pay for the production of workbook covers. In return her firm received the contract to print the cover.

Writing a Proposal

Most federal and state and many private funding sources require the submission of a proposal, often in response to a Request for Proposal issued by the agency. Larger communities have proposal-writing resources in the mayor's office or school and police departments. If such resources are not available, Foundation Center network affiliates and many local libraries have books that give detailed descriptions of the proposal-writing process and examples of proposals.

Federal agencies have on file copies of winning proposals that are available upon request and can be used as examples.

Establishing a Private, Nonprofit Corporation. Because some public agencies such as police or school departments are not permitted to accept cash contributions, local businesses may make noncash, in-kind contributions such as films, projectors, T-shirts, or notebooks. In order to solicit and receive cash donations, some police departments have established foundations for receiving private funds for special purposes. A special DARE account can be created within that entity. If such a mechanism does not exist, the DARE program can establish a nonprofit corporation to receive funds for needs not met through the normal budgetary process or through in-kind contributions.

Requirements for incorporation vary somewhat from state to state. Instructions and applications can be obtained from the appropriate state-level departments, usually the Office of the State Secretary. The corporation will need the following:

- *A board of directors.* These people are typically representatives of the agencies that participate in program operation and representatives of the business community, selected because of their desire and ability to provide support and because of their name recognition within the community. The members of the board are volunteers.
- *Bylaws.* A set of bylaws will state the mission and objectives of the corporation and how the corporation will function.
- *State and federal tax-exempt status.* The state and federal departments of revenue will provide applications for obtaining tax-exempt status.

Completing Written Agreements

Why Agreements Are Needed

The planning process provides information needed to develop a written agreement between law enforcement and education officials. A written agreement solidifies commitment, defines respective roles and duties, and launches a sound working relationship. If key actors in either agency change, the agreement helps ensure continuity. Signing the agreement can be a public event that generates publicity for the program.

Statewide programs commonly require community law enforcement and school officials to sign an agreement as part of their application to be selected for DARE. This procedure assures state coordinators that, if selected, a community will be fully committed and prepared to designate officers and implement the program in the schools.

Content of the Agreement

Written agreements typically include the following:

- A brief statement by school and law enforcement officials of their commitment to implement the program as a strategy to prevent substance abuse among school children.
- A definition of the law enforcement role: (1) to identify the required number of law enforcement officers to teach the curriculum; (2) to redeploy identified officers for a specified time period, including the time required for training and other program activities; and (3) to provide overall coordination and supervision of the instructors. DARE officers are assigned to schools in a non-law enforcement role and should respond as law enforcement officers only in emergencies.
- A definition of the school role: (1) to provide classroom time for the lessons; (2) to coordinate classroom and parent meeting scheduling with the officers; (3) to define the classroom teacher's role during the lessons and for follow-up activities; and (4) to encourage teacher support.
- Delineation of responsibility for funding.
- Establishment of procedures for regular communication between school and law enforcement officials.
- Designation of who is to assume overall responsibility for project oversight, selection of officers, and further project development.
- Specification of the number of schools, grade level, and number of students targeted.

A jurisdiction may also want to include a statement of objectives, including the number of students to be reached with the core curriculum, special assemblies, visitation lessons for grades K–4, and community and parent education programs. Plans for the eventual development of a junior high curriculum can also be specified.

Figure 2.4 presents an adaption of a cover letter and agreement used by the Massachusetts DARE program. In Arizona the DARE program provided communities with options for drawing up agreements tailored to their unique needs (see Figure 2.5).

Performance Standards

1. A needs assessment that documents the size of the population to be targeted and the resources required for implementation.

2. An organizational chart that defines administrative structure and lines of authority, including the identification of education and law enforcement coordinators.

3. A schedule or work plan that lists due dates for each step of program implementation, including authorization and the time frame for expenditures.

4. A budget specifying personnel and other costs and identifying agencies responsible for funding items.

5. A strategy for obtaining funding for continued program operation.

6. A written agreement between the chief of law enforcement and the superintendent of education, specifying agency roles and commitments.

Figure 2.4

SAMPLE COVER LETTER AND AGREEMENT
(PROJECT DARE, MASSACHUSETTS)

Cover Letter from State Coordinator

Date

Chief of Police (name)
Anytown Police Department
123 Main Street
Anytown, USA

Dear Chief (name):

Because your community has expressed interest in becoming a pilot community to introduce the substance use prevention education program Project DARE (Drug Abuse Resistance Education) to your schools in September 19__ , I am sending you and the Superintendent of Schools an agreement to confirm your willingness to commit the required time and resources to this program.

Points covered in the agreement are:

- a police department commitment to assign a qualified officer(s), as described in the attached job description, for the time required to present Project DARE;
- a school department commitment to schedule DARE classes and to cooperate in DARE implementation;
- an agreement by one or both agencies to provide resources required for classroom instruction (student workbooks at approximately $2 per student and films costing approximately $900);
- the grade and number of schools to be targeted, the number of officers to be trained (one for every ten elementary schools), and the estimated number of students who will be reached.

Please return this letter, signed by both you and the Superintendent of Schools, no later than (*date*), to:

Director, Project DARE
(address)

Please contact me at (*telephone number*) if you have questions or if I can be of assistance. Thank you for your interest in Project DARE. I look forward to working with you and your community in our efforts to produce a drug-free generation of school-age children.

Sincerely,

Director, Project DARE

PROJECT DARE AGREEMENT

The abuse of drugs and alcohol is a national and societal problem. Because illegal drug use is beginning at an earlier age, elementary school children need to be educated in effectively resisting negative peer pressure. To accomplish this, the _____ School Department and the _____ Police Department agree to cooperate in presenting the Project DARE (Drug Abuse Resistance Education) curriculum as one component of this community's strategy to prevent substance use among students.

The School Department and the Police Department will jointly sponsor Project DARE in accordance with the provisions of this agreement. The Police Department will furnish qualified officer instructor(s), as defined in the attached job description, who will present the DARE curriculum to students in the classroom. Student workbooks and films will be provided by the School Department.

Role of the Police Department: Project DARE instruction is to be provided by a police officer whose sole focus is prevention. One qualified police officer will be designated for up to ten schools in the district to teach up to four elementary exit classes at each school. In those school districts in which there are more than ten elementary schools, more officers may be assigned as needed. Each officer will teach 17 sessions per semester in up to five schools per semester, spending one day per week in each school. Each officer will also spend time on the playground and in the cafeteria to interact informally with students. Each officer will be assigned to Project DARE for at least two years.

In addition to instructing students, each officer will assist principals in conducting parent/teacher training in the area of drug abuse. While on school campuses in their DARE functions, the officers will follow school procedures and will have no enforcement responsibilities except during an emergency situation requiring immediate police action. All DARE officers will be in uniform and unarmed while on school campuses.

Each officer will be released to attend training provided at the State Police Training Academy in (*place and date*). The Police Department will be responsible for paying trainees' travel, lodging, and meals.

Role of the School Department: The School Department will be responsible for developing and coordinating the schedule for the educational program so that the intended audiences are reached.

Plans, procedures, and all specifics of the actual conduct of the educational program shall be reviewed and agreed upon as needed by the Police Department and the School Department.

Number of elementary schools in community: _____

Grade to be targeted: _____

Number of elementary schools receiving Project DARE: _____

Number of officers assigned to Project DARE: _____

Estimated number of students targeted: _____

We agree to the terms of this agreement.

(Name) _____
Chief of Police

Date: _____

(Name) _____
Superintendent of Schools

Date: _____

Please return this agreement signed by the Chief of Police and the Superintendent of Schools to

(name) _____
Director, Project DARE

(address) _____

_____

no later than (date) _____

Figure 2.5

ESTABLISHING A FORMAL AGREEMENT
(Project DARE, Arizona)

The success of Project DARE is due, in large part, to the fact that it is a commitment of a local school district and local law enforcement to work together to combat drug and alcohol use through prevention education. It is important that the commitment be formally established in writing.

The following areas should be carefully considered when drafting a formal agreement. Each community is unique in its needs and resources. Your agreement needs to reflect that uniqueness. With that in mind, here are some suggested areas to be mutually explored.

The School

Is the school willing to:

1. ensure that the DARE instructor will be allowed the allotted time for formal presentations?
2. be considered a faculty member rather than a "guest instructor?" Will the instructor be invited to attend faculty meetings?
3. provide some bulletin board space for the display of DARE materials (the amount of space to be agreed upon)?
4. provide adequate space to the instructor to carry out nonclassroom responsibilities associated with DARE (the amount of space to be agreed upon)?
5. coordinate scheduling with the DARE instructor and his or her supervisor?
6. provide regular feedback to the law enforcement agency concerning instructor performance?
7. require regular classroom teachers to remain in the classroom for DARE presentations?
8. schedule orientation time for the classroom teachers?
9. schedule parent meetings as needed?
10. abstain from calling upon the DARE instructor to perform law enforcement duties except in emergencies?
11. regularly meet with the law enforcement agency to evaluate program needs?
12. permit the DARE instructor access to the playground and cafeteria to allow for informal interaction with the students?
13. reinforce the DARE curriculum throughout the week by such activities as incorporating "DARE words" into the weekly spelling test and assigning DARE-related topics for themes?
14. commit audiovisual equipment for formal DARE presentations (classroom lessons, parent meetings, etc.)?
15. maintain the DARE Question Box in a prominent place in the classroom throughout the week so that students can submit questions at any time?
16. permit the DARE instructor to assign reasonable homework?

17. utilize future funds received from federal or state prevention programs to continue the DARE program after the first year (assuming, of course, that the program is deemed a success after the first year)?

Law Enforcement

Is the law enforcement agency willing to:

1. ensure that a certified DARE instructor will be available to instruct at scheduled presentation times? (This means contacting a substitute instructor if the regular instructor is unable to meet his or her teaching assignment.)

2. regularly meet with school representatives to evaluate program needs?

3. ensure that DARE instructors are appropriately attired and present a professional image?

4. select the best candidates available for assignment to Project DARE?

5. commit the instructor to provide orientation to classroom teachers?

6. commit the instructor to meet with parent organization(s)?

7. abstain from having officers perform enforcement duties while on campus, except in cases of emergency?

8. allow the instructor time to prepare for classroom presentations and to grade homework assignments?

9. allow the instructor time for informal interaction with the children during recess and meal breaks?

10. permit instructors to participate in inservice training activities (DARE meetings, school inservice events to which he or she may be invited, etc.)?

11. periodically have the instructor's supervisor observe and evaluate performance?

12. replace an instructor for cause (poor performance, unacceptable behavior, etc.)?

13. utilize future funds received from federal or state prevention programs to maintain the DARE program after the first year (assuming, of course, that the program is deemed a success after the first year)?

It is hoped that this list will be of value to you as you establish your commitment. If you have any questions about this task, please do not hesitate to contact the DARE staff at (*phone number*).

Chapter 3
Choosing the Best

Officer Selection: The Recruitment and Selection of Qualified Law Enforcement Officers

A particularly innovative aspect of Project DARE is its use of veteran law enforcement officers as instructors. These officers, because of their "street experience" and the respect they typically receive from children, bring a credibility to drug prevention education that is unmatched by regular classroom teachers.

Choosing well-qualified, committed officers is essential to the success of the program. This chapter lists DARE officer duties and responsibilities and describes a selection process designed to enroll high-quality officers.

Duties and Responsibilities

Being a DARE instructor is a demanding job. While it may spare officers the burden of shift changes and weekend duty, they must agree, in the bargain, to work very hard. The full extent of DARE officers' duties and responsibilities can be seen in this list, culled from job descriptions for DARE instructors teaching at the elementary level:

- teach DARE core curriculum, spend time with students during recess and in the cafeteria, and participate in school activities such as assemblies and faculty meetings, etc.
- prepare teaching materials (e.g., lesson plans, student notebooks and handouts, visual aids) and guides for teachers' auxiliary classroom activities
- maintain relations with school principals and other key school personnel
- visit K–4 classes as time permits
- prepare for and give presentations at faculty inservice meetings, parent education evenings, PTA meetings, and community organization meetings
- coordinate audiovisual equipment for classroom instruction, parent meetings, and public speaking engagements
- schedule and coordinate culmination (DARE student graduation) exercises and complete DARE diplomas
- teach the junior high curriculum, as time permits
- participate in extracurricular activities such as Halloween festivities, holiday programs, and field trips
- present abbreviated programs to nonparticipating schools
- keep records of daily and monthly activities
- attend inservice training sessions.

Duties do vary. For example, at the junior high level DARE officers in Los Angeles teach fewer classes but also work closely with the school's drug abuse coordinator. The officers assist in organizing after-school activities such as "rap contests," poster contests, sports leagues, drill teams, and school beautification programs. In other districts, officers help develop peer model programs or spend time doing homework or engaging in sports with at-risk students.

Officer Qualifications

When screening applicants, DARE administrators look for outstanding candidates with certain qualities. Any candidate should have a commitment to substance use prevention education and a strong desire to work in the DARE program as a classroom instructor. Candidates should have at least two years of street experience and a spotless record with no disciplinary actions. A candidate should project a professional image and have personal habits that are consistent with the role of a DARE officer. All candidates need excellent oral and written communication skills and should be able to work with and involve people of all ages within and outside of the law enforcement community. Excellent judgment, common sense, and good organizational skills are required as well.

Experience with youth activities is important. Can-

didates should have a sincere desire to work with children and be comfortable with and friendly toward them.

Individual programs may consider additional qualities important. For example, some programs require education beyond high school, either an associate's or a bachelor's degree. Some look for a record of minimal sick leave, given the importance of continuity in instruction and the difficulties in arranging for substitute teachers. Ethnicity to match the diversity of the community and the schools to which the instructors will be assigned may be a consideration. Similarly, bilingual capability may be an asset.

Selection Procedures

Below is a listing of tasks required for officer selection.

Task 1: *Develop officer selection criteria.* These criteria need to be developed jointly by law enforcement and education agencies.

Task 2: *Write and post job descriptions.* Some departments announce the availability of the position at roll calls. Job descriptions should include duties, responsibilities, and required qualifications. Most departments distribute brochures or articles describing DARE; some departments make a Project DARE videotape available for viewing.

Task 3: *Appoint a selection panel with a minimum of two members.* Law enforcement and school representation is desirable. Some programs also include representatives of mayors' offices or other interested agencies.

Task 4: *Receive applications.* Most departments use standard departmental application forms.

Task 5: *Screen applications.* Most programs review applications and conduct background checks, including checks of officers' personnel records and job performance ratings and review personnel complaints and commendations. The Illinois program administers a battery of psychological tests as well.

Task 6: *Schedule interviews.*

Task 7: *Interview candidates.* Interviews generally include (1) an oral presentation by the candidate to demonstrate communication skills, interest in working with young people, and commitment to drug use prevention education; and (2) questions to determine whether the candidate has read the DARE materials, to clarify any concerns related to the officer's personnel record, and to determine motivations and attitudes. Figures 3.1 and 3.2 present interview guides used by the Illinois and Arizona programs. Additional questions that can be used appear below.

Portland, Maine applicants were asked to give a 45-minute presentation to a sixth-grade class on a topic of their choice. The review panel could thus observe how well each officer established rapport with the class, responded to students' questions, and so on. At the same time, the officers had the opportunity to determine whether they would enjoy classroom teaching. Immediately following the presentation, applicants were interviewed and asked to evaluate their classroom performance.

Task 8: *Contact references* (four people with whom or for whom the officer has worked).

Task 9: *Select officers.* Selection should be based on how well officers meet the criteria developed in Task 1, considering the officers' written application, personnel record, personal references, and interviews with the panel. Figures 3.1 and 3.2 include scoring guides for summarizing officers' interview performance. If used, observations of practice teaching and psychological screening outcomes need to be considered as well.

Task 10: *Notify officers.*

Task 11: (State-coordinated programs only.) *Notify the state agency.* In Virginia, the Superintendent of Public Instruction, state police administrators, and other members of the board of directors review the candidates. In other states, a DARE program administrator sits in on community interviews and makes recommendations to the state board.

Figure 3.1

SUMMARY SHEET:
DARE OFFICER INTERVIEW
(Illinois)

Score Interviewee:_____

Topic Area	1	2	3	4	5	6	7	8	9	10
Work Experience (3.0) 1. What qualifies you for this position (e.g., work experience and/or education)? 1.0										
2. What do you particularly like about your present position? Since there are always negatives with any job, what do you like least about your current job? 1.0										
3. What are some examples of important decisions or recommendations you have had to make? Which have been the most difficult? 1.0										
Job Knowledge (2.0) 4. Professionals are often said to wear a variety of hats depending on the task at hand. What hats do you see yourself wearing as a DARE officer? .5										
5. What is the most memorable police incident you handled involving a small child? 1.0										
6. How do you feel about spending most of your time working in elementary schools? .5										
Future Goals (2.0) 7. How do you feel about your career progress to date? .5										
8. What would you want your greatest accomplishment to be during your tenure as a DARE officer? 1.0										
9. What might make you resign the position of DARE officer? .5										
Attitudes (3.0) 10. On what basis do you think young people make many of their decisions? .5										
11. What are your views relative to alcohol and tobacco use? 1.0										
12. How do you think you are perceived by other people on the job? .5										
13. As a DARE officer you will be asked to present the program to a variety of audiences, including school administration, parents, and school children. How would you change your approach when speaking to each group? 1.0										

Figure 3.2

PROJECT DARE
PERSONAL INTERVIEW
(Arizona)

Applicant: _____ Time: _____

Date: _____ Score: _____

1. Please give us a brief overview of your career as a police officer.
- Does the applicant have any youth experience?
- Does the applicant have a well-rounded work experience?
- Does the applicant express a degree of enthusiasm about where he's/she's been and where he/she is going in his/her career?
- Is there any evidence that burnout is prompting an assignment to DARE?

Poor response			Adequate response				Good response		
[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]	[10]

2. What is your understanding of the DARE Program and what it attempts to accomplish?
- Has the applicant demonstrated enough interest to find out what DARE is all about? Or, is he/she just interested in an assignment change?

Poor response			Adequate response				Good response		
[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]	[10]

3. How do you perceive DARE to be different from other drug programs?
- Does the applicant understand that DARE is skills training rather than mere drug information?

Poor response			Adequate response				Good response		
[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]	[10]

4. What traits and skills do you believe are important for us to look for in a potential DARE Instructor?
- Confidence
- Professionalism
- Good role model
- Enthusiasm
- Dedication
- Loves kids
- Conviction
- Positive outlook
- Ability to communicate well

Poor response			Adequate response				Good response		
[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]	[10]

5. There are some important obligations associated with the privileges of being a DARE Instructor — for example, attending evening parent meetings, spending out-of-classroom time with students, or adjusting vacation schedules to your teaching schedule. Do you perceive any problems with accepting and meeting those obligations?
- The applicant's response should reflect a deep commitment to the program, even to the point of reasonable self-sacrifice.

Poor response			Adequate response				Good response		
[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]	[10]

6. Why do you desire to be a DARE Instructor?

- Desire to help kids
- Desire to have a positive impact on the drug problem

Poor response			Adequate response				Good response		
[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]	[10]

7. Two-minute impromptu speech on a non-police-related topic.

- Can the applicant "think on his/her feet?"
- Perform under stress?
- Express self well without formal preparation?

Poor response			Adequate response				Good response		
[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]	[10]

Trait Observations

	Poor			Good	
Confidence	1	2	3	4	5
Appearance	1	2	3	4	5
Enthusiasm	1	2	3	4	5
Positive outlook	1	2	3	4	5
Oral communication	1	2	3	4	5
Role model qualities	1	2	3	4	5

Scoring: Possible points = 100

Excellent	Above Average	Below Average	Poor
100	70	40	20
90	60	30	10
80	50		

Additional Interview Questions

Each interview panel will need to ask those questions which they think will best address their agreed-upon selection criteria. Additional questions to consider are the following.

- *General Background*
  - — What is unique about you?
  - — Have you ever used drugs, even once?
  - — Do you drink? If so, do you drink heavily, moderately, or lightly?
  - — Do you smoke?
  - — What do you know about Project DARE?
- *Work Experience*
  - — What are some examples of important decisions or recommendations you have had to make? Which have been the most difficult?
  - — What special interests or hobbies do you have?
  - — What experience have you had (1) teaching, (2) working with young people, (3) doing other community service work, (4) in narcotics enforcement, (5) in community relations, and (6) in public speaking?
  - — How would you respond as a DARE officer if:
    - — a principal asks you to search a student's locker?
    - — a student confides in you that his parents use "dope?"
    - — a student confides in you that she has been sexually abused?
    - — a classroom teacher makes sarcastic remarks about the lessons while you're teaching?
- *Motivation*
  - — Why do you want to become involved in Project DARE?
  - — Why do you believe you would be successful as a DARE officer?
  - — Are you prepared to make a two-year commitment to teach DARE?

Length of Officer Service

How long should a person be a DARE officer? Few programs are old enough to fully assess this question. Many programs require a two-year commitment to justify the investment toward training the officer and to benefit from the experience the officer has gained during the first year of teaching. The Los Angeles program suggests two years. Other programs leave this question to the officer to decide.

DARE officers will eventually look for opportunities for advancement. Although in large programs, a DARE officer can become a mentor or a field coordinator, in smaller programs that option does not exist. Because DARE officers develop administrative and communication skills that are of value in other law enforcement roles, promotions and transfers are likely to occur.

Performance Standards

1. Selection criteria developed jointly by law enforcement and education agencies.
2. A posted job description specifying officer duties, qualifications, and required skills. Officers selected must have:
   - experience with youth
   - a personality appropriate to working effectively with youth
   - patience and the skills required to teach
3. Officers selected jointly by law enforcement and education agencies using the following elements:
   - written application
   - review of personnel record
   - interview by selection panel
   - personal references
   - observation of practice teaching (optional)
   - psychological screening (optional)

Chapter 4
Becoming a DARE Officer

Officer Training: Training Provided by an Accredited DARE Training Agency

Training Objectives

Project DARE in Los Angeles has developed an extensive training program to prepare officers to teach DARE. Training objectives are to:

- familiarize officers with their responsibilities
- review the philosophy and content of the curriculum
- practice teaching and classroom management strategies.

Development of the DARE officer training component has been a joint responsibility of the Los Angeles Police Department and the Los Angeles Unified School District.

To maintain the integrity of the DARE program, *all DARE officers must be trained by training centers certified by the Los Angeles Police Department.* (A list of DARE training sites appears in Appendix F.) In addition to the 80-hour seminar required for all DARE officers, the Los Angeles Police Department offers, on a limited basis, a 40-hour training seminar to prepare qualified DARE officers to be mentors/instructors for DARE training seminars and monitoring of classrooms. This training is available to officers with DARE classroom teaching experience from agencies certified to provide DARE officer training.

Training Content

DARE officer training is challenging and rigorous: 80 hours of classroom instruction with several overnight homework assignments over a two-week period.

Topics cover a broad range, including the following:

Background Information

- current trends in narcotics packaging, distribution, and use
- current police enforcement programs and the role of other agencies in drug use prevention and control
- narcotics identification
- symptoms and signs of drug and alcohol use
- substance use prevention model programs
- stages of normal child development
- stages of adolescent chemical dependency
- the power of peer pressure in influencing decision-making and behavior
- elementary school operations and the role of the police officer in the school system

Pedagogical Techniques

- communication techniques in the classroom
- teaching modalities and techniques
- use of audiovisual materials and other teaching aids
- classroom behavior management (e.g., use of praise, use of proximity and body movement to deal with problem children)
- lesson planning

Program Components

- review of program goals, objectives, and strategies
- core curriculum for grades 5 and 6
- K–4 visitation lessons
- junior high curriculum for grades 7–9
- abbreviated curriculum
- presentations to parent-teacher organizations and other parent groups
- presentations to principals and teachers

Public Presentations

- communication skills

- preparation for public speaking engagements

Public Relations

- how to introduce the program at a new school
- how to interact with school administrators, faculty, and parents
- how to build community support
- how to identify and approach sources of funding, including public sources, foundations, community service organizations, and clubs

Miscellaneous

- how to recognize the emotional and physical symptoms of child abuse
- what the responsibilities of police and school personnel are in suspected child abuse cases
- how to handle information from students about potentially criminal activity
- how to identify and prepare guest speakers

Duties and Responsibilities

- administrative duties
- record-keeping requirements
- relevant department guidelines and protocols

Figure 4.1 displays a typical training schedule. Several aspects of this schedule are noteworthy:

- A key component of the DARE training asks officers to present one of the core lessons to their fellow trainees, who play the role of fifth- and sixth-grade students. To prepare the officers for this aspect of training, mentors, all of whom are veteran DARE instructors, model key lessons (Lessons 3–10) for the class and help the trainees, individually and in groups, to prepare for their presentations. Each trainee's presentation is then critiqued by the mentors and the class. Some training programs videotape the presentations for detailed review by the trainee and a mentor.
- Outside speakers or consultants are retained to instruct in areas requiring special experience. For example, a panel of school principals talk about their impressions of the program, its impact on students, and their insights into what is necessary for the law enforcement/education collaboration to function smoothly. An education consultant reviews teaching methodology and classroom management strategies. A psychologist reviews the stages of child development, discusses how to build positive experiences for children, and presents various motivational techniques. A health specialist describes the stages of adolescent chemical dependency. Because programs need to seek financial support, one session reviews funding sources and strategies. During DARE training in Massachusetts, a panel representing corporate givers, foundations, and service clubs gave tips on approaching potential funders.
- The majority of the training is provided by law enforcement and education personnel. These persons give an overview of how DARE fits into comprehensive substance use prevention strategies. Veteran DARE officers and school administrators discuss in depth the establishment and maintenance of positive and constructive school-police relationships. The curricula—core, K–4, junior high, and abbreviated—are reviewed in detail over several days. A member of the police department's narcotics unit reviews recent trends in narcotics use and trafficking.
- A high point of the training is a visit to an elementary school, where the new DARE officers practice their classroom skills with students and then return to the training seminar to discuss their experiences. The officers are commonly surprised and impressed by the enthusiastic reception given them by the children.
- The training culminates in a graduation ceremony, with each graduate receiving a certificate of completion. A formal program lists graduating officers and participating communities. Law enforcement and school administrators from the graduates' communities as well as members of the graduates' families are invited to share this occasion. Usually a prominent speaker congratulates graduates for their achievement and recognizes the importance of the challenge facing them. In Virginia, the first DARE officer graduation was used as a public relations opportunity. Formal addresses were delivered by Virginia's Attorney General and by the Director of the White House's Drug Abuse Policy Office.

Figure 4.2 provides a report form used by the Arizona program to evaluate DARE officers' performance during training. A copy is sent to each officer's agency.

The need for training and honing skills does not end when officers return to their communities.

Figure 4.1

PROJECT DARE TRAINING SEMINAR SCHEDULE (ILLINOIS)

Week # 1

	October 26	October 27	October 28	October 29	October 30
	MONDAY	**TUESDAY**	**WEDNESDAY**	**THURSDAY**	**FRIDAY**
8:30 a.m. 9:00 a.m. 9:30 a.m.	Welcome/ Orientation	Teaching Methodology	Student Public Speaking	DARE Curriculum #7–#10 (Modeling)	DARE Curriculum DARE MENTOR
9:30 a.m. 10:00 a.m. 10:30 a.m.	M/SGT. KLEMM				Faculty Inservice SGT. MORRIS
10:30 a.m. 11:00 a.m. 11:30 a.m.	Principals' Panel Discussion (DARE Influence on Campus) 10:30–11:45 a.m.		M/SGT. KLEMM		Child Abuse and Handling of Disclosures
11:30 a.m. 11:45 a.m. 12:00 noon 12:30 p.m.	MR. FANCHER MS. LANG Meeting with Mentors		DARE Curriculum Overview #1–#2 DARE MENTORS	DARE MENTORS	MS. STANTON
12:30 p.m. 1:00 p.m. 1:30 p.m.	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
1:30 p.m. 2:00 p.m. 2:30 p.m.	Communication Skills TPR. JENKINS	Classroom Behavior Management	DARE Curriculum #3–#6 (Modeling)	DARE Curriculum Overview #11–#17	EXAMINATION
2:30 p.m. 3:00 p.m. 3:30 p.m.	Public Speaking Techniques			DARE Mentors	Curriculum Application Workshop
3:30 p.m. 4:00 p.m. 4:30 p.m.				Class Scheduling TPR. JENKINS	
4:30 p.m. 5:00 p.m. 5:30 p.m.	TPR SCOTT	Meeting with Mentors	DARE MENTORS	Drug Abuse SGT. WARGO	DARE MENTORS
5:30 p.m. 6:00 p.m. 6:30 p.m. 7:00 p.m.	DINNER Interaction (7–9P)	DINNER	DINNER	DINNER	DINNER

Week # 2

	November 2	November 3	November 4	November 5	November 6
	MONDAY	**TUESDAY**	**WEDNESDAY**	**THURSDAY**	**FRIDAY**
8:30 a.m. 9:00 a.m. 9:30 a.m.	DARE Junior High Curriculum	Instructor's Curriculum	Instructor's Curriculum	School Visitation	Policies and Procedures
9:30 a.m. 10:00 a.m. 10:30 a.m.	SGT. MORRIS				M/SGT. LEEDS
10:30 a.m. 11:00 a.m. 11:30 a.m.	Stages of Adolescent Chemical Dependency				Administrative Duties and Seminar Summary
11:30 a.m. 11:45 a.m. 12:00 noon					M/SGT. KLEMM
12:30 p.m.	MR. PALANCA	DARE MENTORS	DARE MENTORS	DARE MENTORS	LUNCH
12:30 p.m. 1:00 p.m. 1:30 p.m.	LUNCH	LUNCH	LUNCH	LUNCH	GRADUATION (1:00 p.m.)
1:30 p.m. 2:00 p.m. 2:30 p.m.	PTA/Civic Presentation	Instructor's Curriculum	Instructor's Curriculum	Roundtable Discussion	
2:30 p.m. 3:00 p.m. 3:30 p.m.				M/SGT. KLEMM	
3:30 p.m. 4:00 p.m. 4:30 p.m.	TPR. SCOTT		DARE MENTORS	Officer/School Relations	
4:30 p.m. 5:00 p.m. 5:30 p.m.	Illinois Preven- tion Networks MS. PHILLIPS	DARE MENTORS	Mentor Meeting	MS. LEEDS	
5:30 p.m. 6:00 p.m. 6:30 p.m. 7:00 p.m.	DINNER	DINNER	DINNER	BANQUET (6:30 p.m.)	

Figure 4.2

DARE OFFICER TRAINING PERFORMANCE REPORT (ARIZONA)

Name: _____ Agency: _____

Following is a performance report on the above-named employee from your agency. The evaluation was completed by the student's mentor, reviewed by the instructor staff, and approved by the Project DARE Statewide Coordinator. Please do not hesitate to contact the Statewide Coordinator's office at (phone number) should you have any questions about this report.

1. Attendance: ( ) Did/ ( ) did not meet requirements

2. Promptness: Classroom: ( ) Did/ ( ) did not meet requirements
   Assignments: ( ) Did/ ( ) did not meet requirements

3. Appearance: ( ) Did/ ( ) did not meet dress code standards

4. Class:
   ( ) Regularly contributed in a positive manner
   ( ) Occasionally contributed in a positive manner
   ( ) Rarely contributed in a positive manner
   ( ) Rarely contributed
   ( ) Occasionally contributed in a negative manner
   ( ) Often contributed in a negative manner
   ( ) Was disruptive

5. Attitude:
   ( ) Enthusiastic about involvement in DARE
   ( ) Indifferent about involvement in DARE
   ( ) Negative about involvement in DARE

   ( ) Exerted exceptional effort during seminar
   ( ) Exerted reasonable effort during seminar
   ( ) Exerted little effort during seminar

6. Professional Conduct: ( ) Did/ ( ) did not meet conduct code standards

7. Teaching Ability:
   ( ) Displayed exceptional teaching abilities
   ( ) Displayed sufficient abilities to succeed
   ( ) Did not demonstrate sufficient abilities to succeed

8. Documentation for negative ratings: _____

9. General comments: _____

Mentor: _____

Statewide Coordinator: _____

Chapter 8 offers strategies for monitoring classroom activities, and Chapter 10 discusses inservice training.

Performance Standards

1. Classroom teachers: Certification that the officers have completed 80 hours of accredited instruction based upon the DARE training curriculum developed by the Los Angeles Police Department and the Los Angeles Unified School District, a training curriculum that includes lessons on classroom management, communication skills, the DARE curriculum, school-police relationships, and practice teaching.

2. Instructors/mentors: Certification that officers with DARE classroom experience* have completed 40 additional hours of accredited instruction based upon the "Training of Trainers" curriculum developed by the Los Angeles Police Department and the Los Angeles Unified School District. This certification qualifies the officers to become instructors/mentors.

* Because DARE classroom experience is required, DARE officers in new programs are not eligible for this training seminar until they have taught for at least one semester.

Chapter 5
Teaching Instruments

Curriculum: The Certified DARE Curriculum

However talented they may be, good teachers can be only as effective as the lesson plans from which they work. The purpose of this chapter is to review the content and teaching strategies used in the DARE core curriculum for elementary school children in the so-called "exit" grades 5 and 6, visitation lessons for grades K–4, the junior high curriculum, and abbreviated school programs.

Project DARE's Core Curriculum

Project DARE's core curriculum for fifth- and sixth-grade students was adapted by Dr. Ruth Rich, a curriculum specialist with the Los Angeles Unified School District, from a curriculum for Project SMART (Self-Management and Resistance Training), a prevention curriculum designed by the Health Behavior Research Institute for the University of Southern California. While there are also curricula for younger children and junior high school students, the heart of the DARE program is this intensive curriculum for grades 5 and 6.

The central objective of the core curriculum is to teach the children various self-management skills and techniques for resisting peer pressure. The curriculum is organized into 17 classroom sessions, each 45 to 60 minutes long, conducted weekly by the police officer, coupled with suggested supplementary activities that can be taught by the regular classroom teacher at other times. The lessons are cumulative, building upon concepts developed in previous lessons. A wide range of teaching activities are used—question and answer, group discussion, role play, workbook exercises—all designed to encourage student participation and response. In order to ensure that all students receiving DARE benefit from the consistent presentation of this validated, cumulative, structured curriculum, it is essential that the curriculum be presented as written, with no substantive changes.

Students receive all 17 lessons during a single semester, either in fifth or sixth grade, depending on which is the "exit" grade for a particular elementary school. The advantage of this intensive schedule is that it enables instructors to cover a large amount of material, reinforces learning, and allows the development of close relationships between the officers and the students.

Key Features

Several features of the DARE curriculum deserve special mention:

1. The curriculum spells out a detailed lesson plan for the instructors to follow. With strict supervision and the use of veteran teachers as mentors to help new instructors, DARE administrators can be confident that every student is receiving the very best instruction with a proven, standardized curriculum.

2. To maintain the integrity of the program, Project DARE's administrators expect the instructors to follow the curriculum outline. DARE officers are encouraged, however, to translate their excitement about the program into innovative classroom activities. An officer in Virginia, for example, brings a small stuffed bear to class dressed in a police officer's uniform; the "DARE Bear" is placed on the desk of the student who answers the officer's first question correctly. Giving DARE Bear stickers is another popular method of rewarding students.

3. Students are given a DARE notebook that includes the worksheets and handouts they need for their lessons.

4. The first item in the notebook is a DARE word list (e.g., *drug, peer pressure, risk*) that provides space for students to write in definitions.

5. An early lesson is on general personal safety, as that is the traditional focus of police officer presentations in the schools. After this lesson, the instructor can ease more gradually into the anti-drug lessons.

6. Each classroom has a question box, in which students can anonymously deposit written questions about police work, drugs, or any other

relevant topic. During each class, the DARE officer selects two or three questions to answer.

7. Teachers are required to remain in the classroom during the DARE lesson. While participation of the regular classroom teachers is not mandatory, teachers are encouraged to take an active role—helping pass out materials, answering students' questions as they complete in-class assignments, assisting with organizing role play, and participating in discussions at critical points. The instructor's guide suggests extended activities for the regular classroom teachers to use to introduce DARE concepts into their own classes and to reinforce the DARE lessons—for example, making a directory of emergency phone numbers to take home and place next to the telephone, making posters, or using DARE words in written assignments.

The DARE Lessons

Before the DARE curriculum itself is begun, the DARE officer visits the class to introduce the DARE program and to get to know the students. Teachers have students prepare name cards that students keep on their desks so that the officers can address them by name. After introductions, the students discuss what they think a drug is. In conclusion, the DARE officer defines it as "any substance other than food that can affect the way your mind and body work."

Students then take a one-page true-false quiz, "What Do You Know About Drugs?" This quiz is readministered at the end of the semester, to measure how much the children have learned from the course.

The following brief summaries of each lesson capture the scope of the DARE core curriculum and show the care taken in its preparation. Figure 5.1 provides a list of the 17 lessons and principal teaching objectives.

1. *Practices for Personal Safety*

   Objectives:

   a. To acquaint students with the role of the police officer in the classroom.

   b. To review various safety practices to protect students from harm.

   c. To explain the need for laws and rules to protect people from harm.

   Activities:

   a. Students talk about the need for laws, and they list various school rules that help them stay safe.

   b. Students review with the DARE officer a list of rights that children have—for example, the right to be protected from harm, the right to say no when asked to do something they know is wrong.

   c. The officer describes different types of touching to help students differentiate between appropriate and inappropriate touching.

   d. The officer introduces the 911 emergency call number and leads students through role plays that illustrate how to summon help.

   e. Students complete a worksheet, "It's the Law," which focuses on the need to turn to adults for help in certain emergencies.

2. *Drug Use and Misuse*

   Objective:

   To highlight the harmful effects of drugs if they are misused.

   Activities:

   a. The film *Drugs and Your Amazing Mind** introduces the positive and negative effects on the body of a number of drugs, why people use drugs, the risks involved, and how to say no.

   b. The officer reviews answers to the true-false quiz completed before the first lesson, referring to the film as appropriate.

   c. The class considers the possible consequences of various actions, such as not doing chores at home, cheating on a test, or taking a dare to drink some beer.

3. *Consequences*

   Objective:

   To teach the many consequences, both positive and negative, of using or choosing not to use drugs.

* The film *Drugs and Your Amazing Mind* is available for approximately $350 from Alfred Higgins Productions, Inc., 9100 Sunset Boulevard, Los Angeles, CA 90069.

Figure 5.1

DARE LESSON OBJECTIVES
CORE CURRICULUM (GRADES 5–6)

Objectives/Skills	1. Practices for Personal Safety	2. Drug Use and Misuse	3. Consequences	4. Resisting Pressures to Use Drugs	5. Resistance Techniques: Ways to Say No	6. Building Self-Esteem	7. Assertiveness: A Response Style	8. Managing Stress Without Taking Drugs	9. Media Influences on Drug Use	10. Decision Making and Risk Taking	11. Alternatives to Drug Use	12. Role Modeling	13. Forming a Support System	14. Ways to Deal with Pressures from Gangs	15. Project DARE Summary	16. Taking a Stand	17. DARE Culmination
I. Cognitive information	X	X	X	X						X			X	X			
II. Recognizing types of pressures			X	X	X	X	X	X	X	X		X				X	
III. Refusal skills			X	X		X								X		X	
IV. Consequential thinking and risk taking	X	X	X		X		X		X	X				X		X	
V. Interpersonal and communication skills			X	X	X	X	X	X	X	X	X		X			X	
VI. Critical thinking (decision making)	X	X	X	X				X	X	X	X	X		X		X	
VII. Positive alternatives										X	X	X	X	X		X	

Key: X = objective and/or skill is emphasized by this unit

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Activities:

a. Students complete a worksheet that requires them to list positive and negative consequences of both using and choosing not to use alcohol and marijuana.

b. The students report their answers, which the DARE officer lists on the board.

c. The DARE officer notes that most of the negative consequences are listed under using alcohol and marijuana, whereas most of the positive consequences are listed under choosing *not* to use those substances.

4. *Resisting Pressures to Use Drugs*

Objectives:

a. To make students aware of the different types of peer pressures they may face to take drugs.

b. To teach students to say no to such offers by thinking of the negative consequences of drug use.

Activities:

a. The DARE officer introduces four major sources of influence on people's behavior—personal preferences, family expectations, peer expectations, and the mass media.

b. The officer explains different types of pressure that friends will exert to get others to try alcohol or drugs, ranging from friendly persuasion and teasing to threats.

c. The students complete two exercises, "Saying No to Friendly Pressure" and "Saying No to Teasing Pressure." These exercises show cartoons of two children pressuring a third to drink some beer or smoke a marijuana cigarette and ask students to write down a way to say no.

5. *Resistance Techniques: Ways to Say No*

Objective:

To reinforce the preceding lesson by having students practice effective ways of responding to peer pressure.

Activities:

a. The DARE officer lists on the board several techniques for refusing drugs.

b. The officer emphasizes that children can avoid situations in which they might be subjected to pressure and can choose to "hang out" with nonusers.

c. In groups, all students come before the class and rehearse a resistance technique.

d. The DARE officer clarifies how certain techniques work better in response to certain types of pressure. The "trap" of using long-term health consequences as a reason for choosing not to use alcohol or drugs is explained, and alternatives are suggested.

6. *Building Self-Esteem*

Objectives:

a. To explain that self-image results from positive and negative feelings and experiences.

b. To teach students how to identify their own positive qualities.

Activities:

a. Students review their completed homework assignment, "Why Some Kids Use Drugs."

b. The DARE officer establishes that poor self-esteem is one of the most important factors associated with drug use, and that those with high self-esteem have identified their strengths, accept their limitations, accept responsibility, and think for themselves.

c. Using the story of "Bill's Balloon," the officer shows that how children feel about themselves—represented by the amount of air in their "self-esteem balloon"—results from positive and negative feelings and experiences.

d. Students put their names at the top of worksheets entitled "Giving a Compliment" and route the worksheets around the class. As each sheet is passed to them, students write a com-

pliment about the person whose name appears at the top. When the sheets are eventually returned to their owners, the students write a self-compliment.

7. *Assertiveness: A Response Style*

Objective:

To introduce assertiveness as a technique for refusing offers of drugs.

Activities:

a. The DARE officer asks students to share with the class what happened during the past week to increase their self-esteem and to cite a positive quality about themselves.

b. Through role plays, an assertive response style (good posture, strong voice, eye contact, calm manner) is contrasted with both passive and aggressive styles.

c. The students work with a partner to develop a skit on being assertive. With each performance, the DARE officer checks with the class to see if an assertive response was shown.

8. *Managing Stress Without Taking Drugs*

Objectives:

a. To help students recognize stress in their lives.

b. To help students develop alternatives to taking drugs for relief of stress.

Activities:

a. After describing the "fight or flight" response to danger, the DARE officer notes that modern-day stressors (e.g., taking a test) do not provide the opportunity either to "fight" or to "flee"; constructive ways of managing stress must be learned.

b. Students complete a worksheet entitled "My Stress Level," which asks them to indicate which of several stressors they have experienced in the past month (e.g., failed to complete an assignment).

c. Working in groups, students choose two stressors and devise strategies for either preventing those stressors from operating or relieving stress if they do.

d. The DARE officer leads a discussion about when the deep-breathing technique can be used to relieve stress and leads the class in practicing deep-breathing exercises.

9. *Media Influences on Drug Use*

Objective:

To develop students' skills to analyze and resist media influences to use alcohol and drugs.

Activities:

a. The DARE officer introduces various advertising strategies employed by the mass media to promote certain products (e.g., the "bandwagon approach," snob appeal, testimonials from celebrities).

b. The officer shows the students, through example, how to see through advertisers' strategies.

c. Students work in groups to create an anti-alcohol or anti-drug commercial, using the techniques employed by professional advertisers. The DARE officer calls on each group to perform its commercial before the class.

d. As homework, students analyze a television commercial or magazine advertisement for an alcohol or drug product.

10. *Decision Making and Risk Taking*

Objective:

To teach students to apply decision-making skills in evaluating the results of various kinds of risk-taking behavior, including drug use.

Activities:

a. The DARE instructor points out that there are a variety of everyday risks that people take and that while some risks are reasonable to take, others can result in harm to oneself or others.

b. On a worksheet, "The Choices You Make," students indicate which factors would be the most important influence in a number of decisions they might make (e.g., whether to lie or tell the truth, what to do when school is out).

c. The DARE officer lists steps to follow when faced with a choice involving risk—identifying the range of available choices, assessing the positive and negative results of each option, determining the best alternative, and seeking consultation from others prior to making the final choice.

d. The students role-play and complete several written exercises that involve hypothetical offers of alcohol or drugs from friends.

11. *Alternatives to Drug Use*

Objective:

To teach students about rewarding activities that are appropriate alternatives to taking drugs.

Activities:

a. The DARE officer contends that the reasons people use drugs reflect various needs that all young people have, all of which can be met in other, healthier ways.

b. The officer points out that sports and physical fitness activities have several beneficial effects, including providing opportunities for enjoyment and achievement.

c. The officer leads the students in exercises and endurance games.

d. The students complete a worksheet, "What I Like to Do," that asks them to generate a list of activities they enjoy—their favorite game, their favorite way to have fun alone, and so on.

e. Another worksheet, "Name the Game," is a word puzzle involving the names of various sports and games; in solving it, students spell out a hidden message: "Say no to drugs."

12. *Role Modeling*

Objective:

To present as role models older students who are school leaders and who have resisted peer pressure to use drugs, to demonstrate that most students do not use drugs.

Activity:

In their discussion with the class, the older students talk about why they have chosen not to use drugs or alcohol. The class asks questions which students have prepared in advance.

13. *Forming a Support System*

Objective:

To show students that a support system emerges through having positive relationships with many different people.

Activities:

a. The DARE officer notes that everyone has needs that can be met only through positive relationships with others, such as needs for recognition, acceptance, and affection.

b. The students then complete a worksheet, "Choosing Friends," which requires them to indicate which personal qualities they look for when choosing friends.

c. After completing the worksheet, the students share their responses and discuss barriers to friendship and how to overcome them.

d. The officer points out that the students already belong to two support groups—their family and this class.

e. Building from that discussion, the officer draws a diagram of his or her own support system, with one circle representing the officer and several surrounding circles representing other groups, such as colleagues on the police force and family members.

f. As homework, the students complete a diagram of their own support system.

14. *Ways to Deal with Pressures from Gangs*

Objective:

To teach students about the kinds of pressure they may encounter from gang members and how to evaluate the choices available to them in the face of that pressure.

Activities:

a. The students name the social activi-

ties they enjoy and the people with whom they share them. The DARE officer points out that their relationships with these people help them satisfy needs for recognition, acceptance, affection, and observes that young people join gangs to meet these same needs.

b. The officer then explains that to cope with bullying or intimidation, students can avoid places where gang members "hang out"; they can leave money and other valuables at home; and they can make sure they are busy with constructive activities that meet their needs for friendship and love.

c. As a class, the students read several vignettes involving bullying behavior by gang members and discuss the choices they have and the consequences of each.

15. *Project DARE Summary*

Objective:

To summarize and assess what students have learned from participating in Project DARE.

Activities:

a. With the class divided into competing teams, the officer reads a series of questions about Project DARE, giving each team its turn to earn points for correct responses.

b. Working individually, the students complete the same true-false quiz as before ("What Do You Know About Drugs?"), and the officer again reviews the correct answers.

c. On the reverse side of that worksheet, students write down the three most important things they learned from Project DARE, what they liked best about the classes, and what they liked least.

16. *Taking a Stand*

Objective:

To have each student declare his or her "DARE Pledge."

Activities:

a. Students bring in a completed homework assignment, a worksheet entitled "Taking a Stand," which asks them to articulate how they will (1) keep their body healthy, (2) control their feelings when angry or under stress, (3) decide whether to take a risk, (4) respond when a friend pressures them to use alcohol or drugs, and (5) respond when they see people on television using alcohol or drugs. This document represents each student's "DARE Pledge."

b. Every student reads his or her pledge to the class. The student whose pledge is voted the best will read it at an assembly the following week.

17. *DARE Culmination*

Objective:

To award students their DARE certificates.

Activities:

a. In a schoolwide assembly, planned in concert with school administrators, the winning "DARE Pledge" from each class is read by its author.

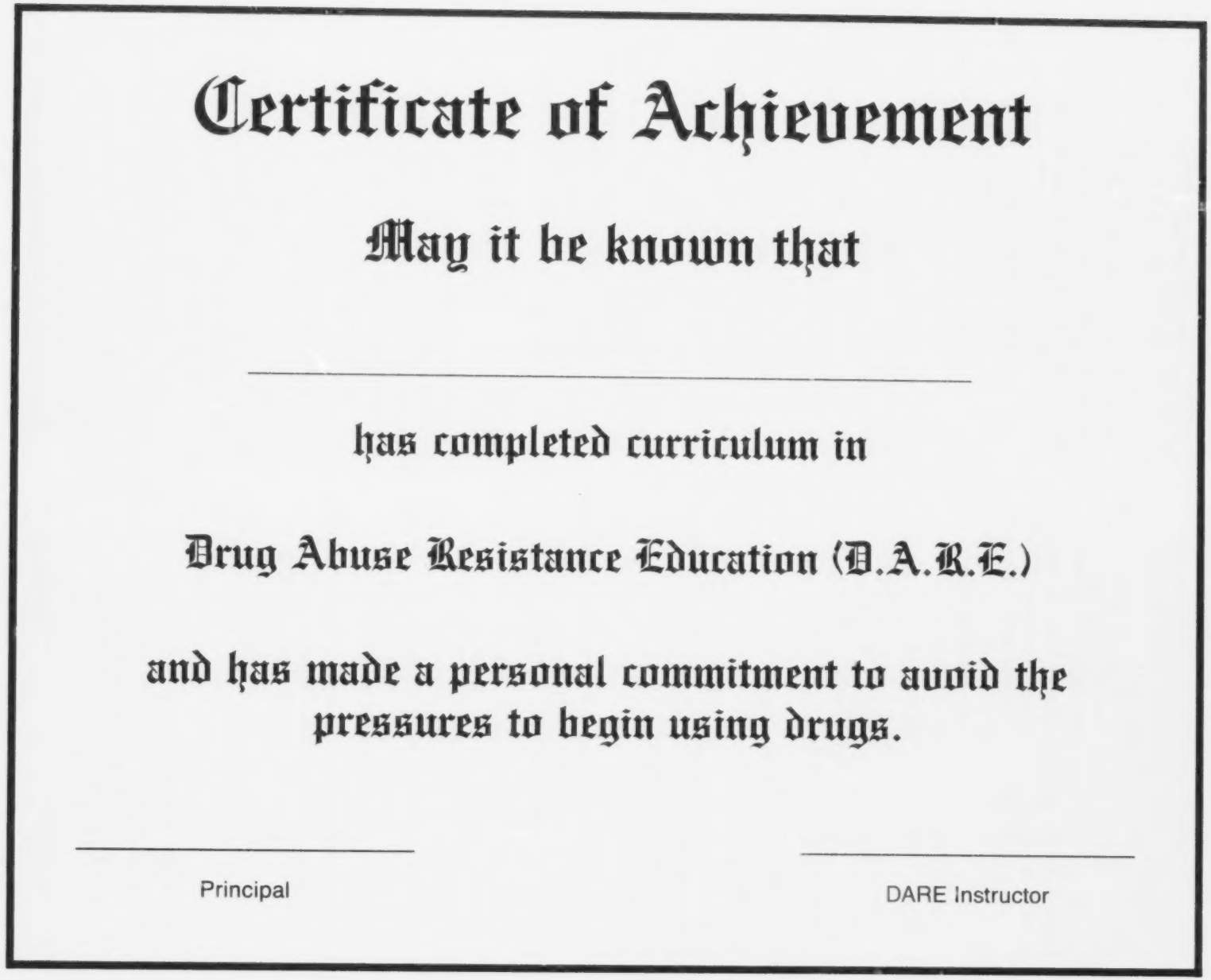
b. Each student who successfully completed the DARE curriculum receives a certificate of achievement signed by representatives of the law enforcement and education agencies. Figure 5.2 displays a typical certificate.

Adaptations of the Core Curriculum

As noted in Chapter 2, program developers may want to make minor changes in the core curriculum lessons that reflect the needs and mores of their particular jurisdiction. It must be emphasized, however, that in order to preserve the integrity of the DARE program, no substantive changes should be made. Following are examples of minor changes made by three programs.

In Virginia, review and revision of the Los Angeles DARE curriculum was undertaken by officials of that state's Department of Education and resulted in these minor changes:

- The DARE officer brings a "Word List" poster to each classroom to be displayed on a bulletin board.
- At the first class, the officer brings a small trunk, a "special treasure chest," filled with items that represent important facets of the officer's life.



Certificate of Achievement

May it be known that

_____

has completed curriculum in

Drug Abuse Resistance Education (D.A.R.E.)

and has made a personal commitment to avoid the pressures to begin using drugs.

_____ Principal

_____ DARE Instructor

Figure 5.2

DARE STUDENT GRADUATION CERTIFICATE

- A different film is substituted for the one shown in the early lesson on the consequences of drug use.
- The topic of gang involvement is not covered, as street gangs are not a serious problem in Virginia. (Massachusetts, for the same reason, substitutes a second lesson on alternatives to drug use.)

The Portland, Maine program (1) replaced all illustrations with new drawings more representative of their population; (2) reduced the number of worksheets in Lesson 10; (3) added nationality and height as stress factors listed in Lesson 8; and (4) changed the self-esteem vignette so that not all of the experiences injurious to "Bill's" self-esteem involved adults.

Baltimore County, Maryland, added a unit that applies peer resistance techniques to other adolescent life experiences. Massachusetts added tobacco to the listing of harmful substances cited throughout the curriculum.

Additional Prevention Education Activities

Project DARE has a full complement of prevention education activities to supplement the core curriculum for fifth- and sixth-graders. The core curriculum alone cannot do the job of fighting adolescent drug use, for several reasons:

- Prior to the fifth and sixth grades, students need lessons on drug safety and peer relations that will prepare them for the intensive lessons presented in the "exit" grades. This preparation also gives them a prior opportunity to meet a DARE officer.
- In junior high and high school, where peer pressure to experiment with and use substances is the most intense, the prevention lessons of the core curriculum need to be reinforced.
- Schools that cannot be offered the core curriculum need an abbreviated program.

The remainder of this chapter reviews the range of education activities developed by DARE to meet these needs, including visitation lessons for grades K-4, the junior high curriculum, and abbreviated school programs.

Curriculum for Grades K-4

As part of its effort to develop a comprehensive K-12 program, Project DARE in Los Angeles developed a visitation curriculum for grades K-4 that lays the groundwork for the core curriculum in grades 5 or 6. This curriculum includes four sessions for grades K-2 and five sessions for grades 3-4.

The lessons for *grades K-2* include the following:

1. *Being Safe.* Using an overhead projector, the DARE officer shows kindergarten children several illustrations of safety rules they should know (e.g., watch out for cars or people when you are using the sidewalk, always tell Mom or Dad where you are going to play).

   For grades 1 and 2, the DARE officer asks the class to name safety rules at school and at home. Special emphasis is given to explaining the difference between "good" and "bad" touches and how to answer the door or telephone when alone in the house. The students then complete two worksheets on safety rules.

2. *Drug Safety.* For all three grade levels, the DARE officer, using a card display of various substances, calls on students to classify the substances as foods or nonfoods. Students then list nonfood items around the house and talk about whether those items may be harmful. Finally, students complete a worksheet that asks them to identify which items are safe to taste and which are harmful.

3. *Learning to Say No.* For all three grade levels, the DARE officer talks about the danger of taking any food or nonfood item from strangers. The officer explains that if a stranger shows too much interest in them, children should not stop to talk, should say no to whatever the person wants, and should tell their parents what happened.

   Next, the officer reads several imaginary stories that require students to notify someone (e.g., a stranger asks the child to help find a lost dog). Using the worksheet "Tell Someone," the students indicate whom they could notify.

4. *About Feelings.* The DARE officer introduces the idea that everyone has good and bad feelings by asking the students a series of questions about what makes them happy, angry, scared, or sad. Students are called on to act out each of these emotions. The discussion then shifts to focus on what students can do to make themselves feel better when they are sad (e.g., telling a parent or friend how they feel).

The lessons for *grades 3 and 4*, while similar, are geared to match the children's greater knowledge and stronger cognitive abilities:

1. *Rules to Keep Safe.* The DARE officer explains that the police and schools are helping students learn how to protect themselves by saying no when they are asked to do something unsafe. The discussion focuses on why we need rules, how rules help us, and different types of rules. To be safe, students have to recognize situations in which rules apply, resist those who tempt them to break rules, and report to someone when that happens.

   Using illustrations, the DARE officer asks students to listen to a series of stories about children their age and to analyze for each story whether it represents a safe or an unsafe situation, what rule applies, what the children should do or say, and whom, if anyone, they need to inform.

2. *Drugs May Help or Harm.* After defining "drug," students talk about the beneficial effects of medicines and drugs. They then complete a worksheet, "Drugs in the Store," which asks them to identify drugs from among the depicted items for sale at a drugstore. Together, they classify each drug by the type of beneficial effect it can have.

   In the subsequent discussion, the DARE officer notes that not all drugs are medicines, and that some can be harmful. The officer explains that some drugs, like alcohol and tobacco, can be legally purchased by adults while other drugs are illegal, and that even medicines can be harmful if not used correctly, hence should be taken only when a parent, doctor, or nurse instructs children to do so.

3. *Saying No to Drug Offers.* After generating a list of drugs that are not medicines, the students offer reasons why they are harmful (e.g., they can change the way the mind works, they can induce accidents, they can be habit-forming). The DARE officer introduces the idea that most young people try drugs because they are offered them by friends.

   As in the core curriculum, ways of saying no to offers of drugs are then introduced and rehearsed, with emphasis placed on giving a reason or excuse to justify the refusal.

4. *Feeling Special.* The DARE officer first asks students to list what it is that makes them special—for example, things they do well, what they want to be when they grow up. Students are then paired to exchange lists and report to the class what they learned about their partner.

   Next the officer notes that students are quite similar to one another in many other ways, for example, in the emotions they experience. After listing various types of feelings, the students are then asked to describe times when they experienced one of those emotions. The ensuing discussion centers on physiological changes that accompany emotions and different ways of coping with unpleasant feelings.

5. *Dare to Say No.* The students list what their friends might dare them to do (e.g., run across the street, steal). The DARE officer emphasizes that saying no is a legitimate response to a dare; students might lose a friend, but, more important, they are deciding for themselves what is best. Ways of saying no are reiterated. The class is then divided into teams, and the DARE officer asks questions to review what the students have learned.

Figure 5.3 provides a listing of these K–4 lessons and their principal teaching objectives.

Curriculum for Junior High

The duties of the DARE officers assigned to junior high schools typically include such activities as supervising sports or drill teams and organizing contests and special assemblies, as well as teaching the DARE curriculum.

The junior high school curriculum includes ten formal lessons:

1. *Drugs and the Law.* The purpose of this lesson is to inform students about laws and school disciplinary codes concerning the possession, use, distribution, and sale of narcotics and alcohol. The DARE officer indicates that the intent of such regulations is protective rather than punitive.

   Class discussion focuses on a number of questions: What laws and rules affect what young persons do? Under the law, in what ways are juveniles treated differently from adults? What school laws and standards of conduct ensure that the school environment will protect students and foster learning?

Figure 5.3

DARE LESSON OBJECTIVES:
CURRICULUM FOR GRADES K–4

	SECTION I (Grades K–2)					SECTION II (Grades 3–4)				
Objectives/Skills	1. Being Safe	2. Drug Safety	3. Learning to Say No	4. About Feelings		1. Rules to Keep Safe	2. Drugs May Help or Harm	3. Saying No to Drug Offers	4. Feeling Special	5. Dare to Say No
I. Cognitive information	X	X	X			X	X	X		X
II. Recognizing types of pressures	X		X	X		X		X	X	
III. Refusal skills	X		X					X		X
IV. Consequential thinking and risk taking	X		X	X		X		X		
V. Interpersonal and communication skills	X		X	X		X		X	X	X
VI. Critical thinking (decision making)	X	X	X			X	X	X		X
VII. Positive alternatives	X			X		x			X	X

Key: X = objective and/or skill is emphasized by this unit

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At the end of the lesson, students complete the worksheet "You Call It," which asks them to classify various actions as an infraction of a school rule, a crime, a status offense, or a delinquent act. Students also complete a short quiz on drugs, which can be compared against the results of a second administration at the end of the program.

2. *Drug Use and Abuse.* After presenting a list of drugs on the chalkboard, the DARE officer asks the students to write down the common properties (e.g., all can be habit-forming) and the ways in which some of the drugs differ from the others (e.g., tobacco and alcohol can be purchased legally by adults).

   In defining "drug abuse," the DARE officer explains that, because many drugs can be habit-forming and can lead to the harm of the individual or society, they are controlled substances whose sale and use is limited or prohibited. The concept of drug dependence is explained.

3. *Consequences.* On the worksheet "Consequences," students list both the immediate and the future impact of (1) not using tobacco, alcohol, and marijuana; (2) using them occasionally; or (3) using them heavily. The subsequent discussion focuses on students' responses, leading to the observation that more positive outcomes are listed under "nonuse," whereas more negative outcomes are listed under "use."

4. *Drugs and Pressures.* The class explores the myth that the use of drugs is justified because it is normative. Students estimate how many adults smoke cigarettes and how many drink alcoholic beverages, subsequently learning that the majority of adults use alcohol responsibly and do not smoke.

   Using a worksheet entitled "Guesstimates of Teenage Smoking and Drinking," the students estimate the percentage of students who use alcohol, tobacco, and marijuana each month; again, the fact is that a small minority of students use these substances that often.

   The discussion then shifts to an analysis of different types of influences on people's actions, the powerful impact of peer pressure, and the types of strategies that peers use in trying to affect others' behavior.

5. *Assertive Resistance.* This lesson instructs students on how to say no, using the same list of strategies promoted by the DARE core curriculum. Again, students learn that certain strategies work better in response to certain types of pressure. They learn that, in refusing an offer of drugs or alcohol, focusing on short-term, rather than long-term negative consequences is more likely to bring an end to the pressure. They learn to distinguish an assertive response from one that is aggressive or timid. The key to this lesson is active rehearsal of the refusal strategies.

6. *Decisions and Risks.* Students generate a list of risk-taking behaviors and then distinguish between reasonable and unreasonable risks. They learn that risk taking is the result of a choice, and ideally that choice should reflect a conscious weighing of the positive and negative consequences of various alternative actions.

   On the worksheet "Rate the Risk," students assess the degree of risk involved in various behaviors (e.g., smoking a cigarette, hitchhiking, having a glass of champagne at a family celebration). Another worksheet, "People Problems," asks students to read three short vignettes about other students who are pushed to try drugs or alcohol, to assess what choices those students have, and to offer advice.

7. *Forming a Support System*, and

8. *Ways to Deal with Pressures from Gangs.* These two lessons duplicate Lessons 13 and 14 of DARE's core curriculum for fifth- and sixth-graders. The decision to repeat these lessons reflects widespread public concern in Los Angeles about the severe problems created by criminal gangs involving teenagers and young adults.

9. *Project DARE Summary.* This session features a contest between two teams and readministration of the quiz taken during the first lesson. As homework, on a sheet entitled "My Personal Plan," students write a brief essay on how they would respond when pressured to use a drug.

10. *Taking a Stand.* Students take turns reading

their completed essays before the class. If equipment is available, these readings are videotaped and played back afterward. The DARE officer summarizes the major points of the lessons and presents each student with a DARE certificate of completion.

Figure 5.4 lists these 10 lessons and their principal teaching objectives.

Abbreviated Curriculum
It is best for a fledgling project to begin modestly and to grow year by year toward full implementation. During this time, however, there will be requests for a substance use prevention education program from schools not covered by the full curriculum. Even after full implementation in the public schools is achieved, there will be continued demand for the curriculum from private and parochial schools in districts that offer the full curriculum only to public schools.

To respond to such requests, Los Angeles developed an abbreviated program composed of a morning assembly for groups of students from grades 5–8 and follow-up visits to individual classrooms after lunch. Reaching students at all these grade levels can require several days. Parent education evenings are offered to these schools as well. Figure 5.5 outlines the content of the abbreviated curriculum.

Special Curricula
The Los Angeles Unified School District has also developed a Spanish version and a braille translation of the student workbook. Efforts are under way to develop strategies for teaching DARE to hearing-impaired and other special needs students.

Performance Standards

1. A meeting of assigned educators to review the curriculum for appropriateness, given the unique characteristics of the community. The curriculum is used as certified, with no substantive changes.

2. Review and adoption of the standard supplemental curricula for grades K–4 and junior high school and of the abbreviated curriculum for nonparticipating public and private schools, as applicable.

Figure 5.4

DARE LESSON OBJECTIVES
CURRICULUM FOR GRADES 7-9

Objectives/Skills	1. Drugs and the Law	2. Drug Use and Abuse	3. Consequences	4. Drugs and Pressures	5. Assertive Resistance	6. Decisions and Risks	7. Forming a Support System	8. Ways to Deal with Pressures from Gangs	9. Project DARE Summary	10. Taking a Stand
I. Cognitive information	X	X	X	X			X	X	X	
II. Recognizing types of pressures				X	X	X		X		X
III. Refusal skills				X	X	X		X		X
IV. Consequential thinking and risk taking			X		X	X		X		
V. Interpersonal and communication skills			X	X	X	X	X	X		X
VI. Critical thinking (decision making)	X	X	X	X	X	X	X	X		X
VII. Positive alternatives						X	X	X		X

Key: X = objective and/or skill is emphasized by this unit

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Figure 5.5

DARE ABBREVIATED CURRICULUM OUTLINE

PART I (Auditorium)

Introduction

1. Overview of the day
2. Laws/Rules
   a. Why make rules?
   b. What would conditions be like if there were no laws or rules?
   c. How do laws/rules help protect people?
   d. What are some school laws?
   e. Who makes our laws?
3. Film: *Drugs And Your Amazing Mind*
4. Consequences
   a. Results of something you do or choose not to do
   b. Using/not using drugs/Summary

PART II (Classroom)

1. Sources of social pressure
   a. Personal
   b. Family
   c. Peer
   d. Media
2. Peer Pressure
   a. Friendly
   b. Teasing
   c. Heavy
   d. Indirect
3. Ways to say no to peer pressure
   a. Say "no thanks"
   b. Give reason
   c. Broken record
   d. Walking away
   e. Changing the subject
   f. Avoiding the situation
   g. Strength in numbers/assertiveness
4. Response Styles
   a. Unsure
   b. Demanding
   c. Assertive
5. Self-Esteem: A favorable way a person feels about himself or herself
   a. Feel good about yourself
   b. Know the things you can do well
   c. Accept that there are some things others can do better
   d. Get along with others
   e. Solve personal problems as they arise
   f. Accept personal responsibilities
   g. Try your best at everything you attempt
   h. Compliments—both giving and receiving
6. Taking a stand
   a. Make your own decisions
   b. Be committed to your decisions
   c. Review your decisions with parents

Chapter 6
Preparing Partners

Principal/Teacher/Parent Orientation: Procedures for Preparing School Personnel and Parents to Support and Reinforce DARE Teaching

Successful implementation of DARE requires acceptance by school administrators, teachers, and parents. School personnel need to understand DARE's objectives and how the introduction of the program will affect them. They need to understand the DARE officer's role as faculty member, especially when situations requiring a law enforcement response or other intervention arise. Parents need to understand what they can do to help prevent substance use and how their children will benefit from participation in DARE. This chapter describes:

- principal orientation
- teacher orientation
- parent orientation, including notification, parent education evening, and other ways to keep parents informed
- referral process for at-risk students

Figure 6.1 provides an overview of orientation activities. Materials provided in Chapter 7, which offers suggestions for learning about the schools and strategies for scheduling, should be used in conjunction with this chapter.

Principal Orientation

The best time to orient principals is during the semester preceding the introduction of DARE. In this way, the school administrator will have time to prepare for the officer's presence in the school and to assist the DARE officer with planning for the start of classes. For classes starting in the fall, orientation typically occurs at the end of the spring semester. When the implementation schedule does not permit spring orientation, a common time for orienting principals is at the end of the summer, before school opens.

Representatives of both the law enforcement and education agencies conduct the orientation to ensure that both perspectives are addressed and to reinforce for the school administrators the police-school partnership.

- In community programs, orientation is frequently provided by the law enforcement coordinator together with a representative of the school department. The DARE officer(s) frequently participate as well. Depending upon the size of the community, there may be a group orientation, or each principal may be visited individually. A group orientation is desirable because principals have the opportunity to share their enthusiasm as well as their concerns. To ensure that all principals know what to expect and what will be expected of them, principals who are unable to attend need to be visited at their schools. Such visits demonstrate the importance of each school's full participation in the program.
- In statewide programs, one or more representatives of the state law enforcement agency and the state board of education meet with all school principals. Most state programs will need to schedule several regional meetings.

Orientation includes the following:

- background information on DARE
  - — objectives
  - — history (DARE's development by Los Angeles and its replication in this community)
  - — evaluation findings
  - — how DARE meets educational objectives (health education, language arts, life skills, etc.)
- Project DARE in the school
  - — what DARE provides
  - — how the principal can help
- curriculum overview and lesson summary
- teacher participation
  - — faculty inservice agenda
  - — supplementary classroom activities

Figure 6.1

SUMMARY OF SCHOOL ORIENTATIONS

Audience	Presenter(s)	Content	Timing
Principal	Law enforcement and education representatives/ DARE coordinators	Meeting - DARE background information - What DARE provides and how principals can help (Figure 6.2) - DARE officer's role - Teacher's role - Scheduling - Community resources	Spring (before fall program initiation) or late summer
Teachers	DARE officer	Meeting - DARE background information - Curriculum overview - Teachers' role	Beginning of school year
Parents	Principal	Informational letter and preliminary invitation	Beginning of school year
	Principal	Follow-up invitation	Week 3 or 4 of DARE
	DARE officer	Evening meeting - Overview of drug problem - DARE background information - Film *Sons & Daughters—Drugs and Booze* - Discussion of parenting skills	Week 6, 7, or 8 of DARE

- scheduling
- the DARE officer's non-law enforcement role
  — as a member of the faculty
  — in reporting drug-related incidents
- community resources for substance use prevention education and treatment
- questions and answers

Handouts can include the following:

- an article describing DARE or a program summary
- an article describing evaluation findings
- a summary of what DARE provides and how the principal can help (see Figure 6.2)
- a lesson summary (see Figure 6.3)
- materials that will be used for teacher orientation, including the faculty inservice agenda (see Figure 6.4) and teacher supplementary classroom activities (Figure 6.6)
- class scheduling forms (see Chapter 7, Figures 7.1, 7.2, 7.3)
- a description of the DARE student referral process
- a listing of community resources

Teacher Orientation

To function effectively in the classroom, the DARE officer needs the interest, support, and understanding of the classroom teachers. Teachers are expected to stay in the classroom during the DARE instruction. Because they know the students well, they can share with officers ways to handle classroom behavior. Teachers frequently assist with organizing role-play exercises, seeing that students complete homework, and providing lessons during the week to reinforce DARE officer teaching.

A general orientation for all teachers introduces the faculty to the DARE officer and provides an overview of the program. DARE officers then follow up with visits to core class teachers to get acquainted and answer specific questions.

The DARE officer needs to consult with the school principal to schedule the teacher orientation. The orientation may be held in conjunction with or as part of a regularly scheduled inservice meeting. Options are as follows:

- A spring briefing conducted by the principal, reinforced by a meeting with the DARE officer after school starts in the fall.
- Early in the school year. Many programs prefer to wait until the third week of school to give teachers time to settle in before being introduced to this new program. Because DARE requires 17 weeks or a full semester, however, teachers may need to be oriented before the start of school or during the first week. Otherwise there may not be enough time to offer a second semester of DARE in other schools.

The DARE officer provides teacher orientation. Principals or health educators may participate as well. For a suggested faculty orientation outline, see Figure 6.4. Handouts can include the following:

- a DARE program summary
- a description of how the teacher can help (Figure 6.5)
- lesson summaries (Figure 6.3)
- supplementary lessons for use by the teacher (Figure 6.6)

In Honolulu, the DARE officer gives each core teacher a copy of the curriculum so that the teacher can follow the lesson with the class.

Parent Orientation

Methods of Informing Parents

Parent Letter

Obtaining the cooperation and understanding of parents is important. At the beginning of the semester, the principal or the DARE officer sends a letter to each parent introducing the DARE program. A sample letter appears in Figure 6.7.

School Handbooks

School-published handbooks are another way to provide information about DARE. The DARE officer in Portland, Maine, sent a memo to principals suggesting that they include a description of DARE in student and parent handbooks issued by the school (see Figure 6.8).

Parent Education Evening

Purpose

Project DARE includes evening workshops for parents, led by the officer teaching at the school.

Figure 6.2

PROJECT DARE IN THE SCHOOL: FOR THE PRINCIPAL

Project DARE provides:

- a uniformed, unarmed officer, carefully selected and specially trained, who will be on campus one day a week for a semester.
- presentation of a 17-week curriculum to a maximum of four exit grade classes (grades 5 or 6). Each lesson requires 45 to 60 minutes of class time.
- presentation of visitation lessons to classes at all other grade levels (optional).
- a culmination assembly for students successfully completing the curriculum.
- a faculty awareness session (30–60 minutes).
- a parent education evening (2 hours).

You can help by:

- introducing the DARE officer to your school.
- regarding the officer as an educator and faculty member. No law enforcement activities should be expected of the officer except in emergencies.
- coordinating the scheduling of class time with the DARE officer.
- scheduling a faculty orientation meeting early in the semester.
- requiring regular classroom teachers to remain in the classroom during DARE presentations.
- ensuring that the required classroom time is allotted for officer instruction.
- encouraging teachers to be partners in the DARE program through:
  — using the suggested extended activities to reinforce the DARE curriculum throughout the week, incorporating DARE vocabulary in spelling tests, assigning DARE-related topics in writing exercises, and so on.
  — maintaining the DARE question box in a prominent place in the classroom throughout the week so that students can submit questions at any time.
  — providing bulletin board space for the display of student DARE work and other DARE materials.
- giving the DARE officer access to the playground and cafeteria for informal interaction with students.
- scheduling and publicizing the parent education meeting(s).
- providing the officer with a mailbox and school bulletins.
- providing space for the DARE officer to store DARE materials and to perform nonclassroom activities associated with DARE.
- making available audiovisual equipment for DARE presentations (parent meetings and one or two classroom lessons).

Thank you for your cooperation. Your participation is an important component of efforts to create a drug-free generation of school-age children.

Figure 6.3

DARE LESSONS

Core Curriculum (Grades 5–6)

1. **PRACTICES FOR PERSONAL SAFETY.** Used to acquaint students with the role of the police and to review practices for the safety of students.

2. **DRUG USE AND MISUSE.** Helps students to understand the harmful effects of drugs if they are misused.

3. **CONSEQUENCES.** Helps students to understand that there are many consequences, both positive and negative, resulting from using or choosing not to use drugs.

4. **RESISTING PRESSURES TO USE DRUGS.** Makes students aware of the kinds of peer pressures they may face and helps them learn to say no to offers to use drugs.

5. **RESISTANCE TECHNIQUES: WAYS TO SAY NO.** Teaches students ways to say no in resisting various types of pressures.

6. **BUILDING SELF-ESTEEM.** Helps students to understand that self-image results from positive and negative feelings and experiences.

7. **ASSERTIVENESS: A RESPONSE STYLE.** Teaches students that assertiveness is a response style that enables a person to state his or her own rights without loss of self-esteem.

8. **MANAGING STRESS WITHOUT TAKING DRUGS.** Helps students to recognize stress and suggests ways to deal with it other than by taking drugs.

9. **MEDIA INFLUENCES ON DRUG USE.** Helps students to develop the understanding and skills needed to analyze and resist media presentations about alcohol and drugs.

10. **DECISION MAKING AND RISK TAKING.** Helps students to apply the decision-making process in evaluating the results of various kinds of risk-taking behavior, including drug use.

11. **ALTERNATIVES TO DRUG USE.** Helps students to find out about activities that are interesting and rewarding and that are better than taking drugs.

12. **ROLE MODELING.** Brings older student leaders and other positive role models that do not use drugs to talk to younger students to clarify the misconception that drug users are in the majority.

13. **FORMING A SUPPORT SYSTEM.** Helps students to develop positive relationships with many different people in order to form a support system.

14. **WAYS TO DEAL WITH PRESSURES FROM GANGS.** Helps students to identify situations in which they may be pressured by gangs and to evaluate the consequences of the choices available to them.

15. **PROJECT DARE SUMMARY.** Helps students to summarize and assess what they learned from the program.

16. **TAKING A STAND.** (Students complete their own commitment and present it to class.) Helps students respond effectively when pressured to use drugs.

17. **DARE CULMINATION.** Acknowledges students' successful completion of the DARE curriculum in a special exercise for all students.

VISITATION LESSONS
(GRADE K-4)

SECTION I: KINDERGARTEN AND GRADES 1 AND 2

SESSION ONE: BEING SAFE

SESSION TWO: DRUG SAFETY

SESSION THREE: LEARNING TO SAY NO

SESSION FOUR: ABOUT FEELINGS

SESSION II: GRADES 3 AND 4

SESSION ONE: RULES TO KEEP SAFE

SESSION TWO: DRUGS MAY HELP OR HARM

SESSION THREE: SAYING NO TO DRUG OFFERS

SESSION FOUR: FEELING SPECIAL

SESSION FIVE: DARE TO SAY NO

Figure 6.4

PROJECT DARE
FACULTY INSERVICE PROGRAM

NOTE: This program is presented by the DARE officer. It may be presented together with the principal, the health educator, and others.

Introduction: Implementing curricular strategies to combat the growing problem of youth's experimentation with alcohol, tobacco, and illicit drugs is a high-priority goal of the school department.

Purpose: To introduce the DARE program to faculty members.

Objective: To familiarize faculty members with the scope and sequence of the DARE lessons and the suggested extended classroom activities.

Estimated time required: One hour.

Materials: Project DARE teacher materials.

Procedures:

1. Introduce yourself, describe the DARE program, and explain your role.
2. Explain that DARE is a collaborative effort between the school department and the police department.
   - Number of schools participating.
   - Number of officers participating.
3. Reassure the faculty that the DARE officer is not on campus for enforcement or for any covert operation.
4. Distribute the DARE teacher materials.
   - Review the lesson sequence.
   - Point out the DARE word list. Suggest that teachers incorporate the vocabulary into language arts activities.
   - Note the suggested extended or supplementary teacher-led activities.
   - Ask for teachers' assistance in collecting homework when necessary.
   - Suggest using DARE activities for a bulletin board display.
   - Remind teachers to assist in keeping the DARE question box available to students.
5. Encourage questions and discussion about the DARE program and its implementation.
6. Thank administrators and teachers for their support and assistance in the implementation of DARE at their school.

Figure 6.5

TO THE TEACHER:
WELCOME TO PROJECT DARE

Project DARE (Drug Abuse Resistance Education) is a substance use prevention education program developed in Los Angeles to reduce the demand for drugs. It teaches elementary school children ways to say no to drugs and educates students about alternatives to drug use. The introduction of DARE as one component of a comprehensive K-12 drug use prevention strategy is the result of an agreement between the superintendent of schools and the chief of police in your community to join together in educating children about how to effectively resist peer pressure to experiment with drugs and alcohol. Your cooperation in this collaborative effort between education and law enforcement will enhance your school's substance use prevention activities.

This information packet will help to familiarize you with the scope and sequences of the DARE lessons. It also contains suggestions for conducting extended activities.

The DARE officers will teach one lesson per week to the upper-grade-level classes and may make scheduled visits to other grade levels.

Please assist the DARE officer by doing the following:

- Remain in the classroom during the DARE lesson.
- Have your class ready at the scheduled time for the DARE lesson.
- Provide the DARE officer with chalkboard space and occasional bulletin board space for display of students' work.
- Provide a place in the classroom to store the DARE student notebooks.
- Keep the DARE question box available to students.
- Collect DARE homework.
- Use DARE vocabulary in language arts activities for reinforcement.

Your cooperation and support will ensure the success of Project DARE.

Figure 6.6

SUGGESTED EXTENDED ACTIVITIES FOR THE TEACHER

Lesson 1: PRACTICES FOR PERSONAL SAFETY

1. Discuss with students issues of personal safety when they go to shopping malls, parks, and shows.

2. Have students make a directory of important community services and phone numbers to take home and place next to the telephone.

Lesson 6: BUILDING SELF-ESTEEM

1. Assign the following activities as an art lesson or for homework.
   - Ask students to print their name vertically on the left-hand side of a sheet of paper. Then instruct them to think of a word for each of the letters that begins with the same letter and describes them in a positive manner. For example:

     Reliable
     Useful
     Thoughtful
     Helpful

   - Ask students to design their own personal license plate (seven letters or numbers or a combination).

2. Collect assignments. Share students' work with the DARE officer. You may want to display students' sample license plates on the bulletin board.

Lesson 8: MANAGING STRESS WITHOUT TAKING DRUGS

1. Conduct a class discussion to review major points on stress that were covered in the lesson by the officer.
   a. *Stress* refers to the mental or physical strain felt about a situation or event.
   b. Everybody feels stress; it is a basic part of our daily life.
   c. Some stress is helpful, but too much stress can be harmful.

2. Review students' responses to the homework assignment worksheet entitled "Stressors."

3. Ask students how many used the deep-breathing exercise for stressful situations. Ask: "How many found deep breathing helpful?"

Lesson 9: MEDIA INFLUENCES ON DRUG USE

1. Ask students to make posters illustrating anti-alcohol or anti-drug messages.

2. Ask students to collect ads to make coliages for display.

Lesson 12: ROLE MODELING

1. Conduct a discussion to review with students what they learned from the visit by older students.

2. Explain to students that one of the ways to express their appreciation to the older students for taking the time to talk to the class is to write a thank-you note. Write a sample form for the note on the chalkboard, and ask students to follow it in writing their own notes.

To use with language arts activities.

DRUG _____

CONSEQUENCES _____

PEER PRESSURE _____

SELF-ESTEEM _____

ASSERTIVENESS _____

STRESS _____

STRESSORS _____

MEDIA _____

RISK _____

ALTERNATIVE _____

SUPPORT SYSTEM _____

YOUTH GANG _____

INTIMIDATE _____

Figure 6.7

INTRODUCTORY LETTER TO PARENTS

Dear Parent:

The prevention of substance use among school-age children is a major concern in our community, as it is elsewhere in the nation. To address this problem, the _____ Police Department, in cooperation with the _____ School Department, is presenting a substance use prevention education program entitled DARE (Drug Abuse Resistance Education).

DARE will be presented to fifth-grade students one day a week for 17 weeks by a uniformed officer who has been trained to teach this program. The curriculum includes such topics as how to say no to peers, self-esteem, assertiveness, social influences contributing to the use of drugs, and positive alternatives to drug use. An abbreviated program will also be given to children in grades kindergarten through four. The officer teaching this class will also present a program for parents and will cooperate with parents to ensure that children are well-informed regarding the dangers of drug use.

We hope that you will share our enthusiasm for this exciting program. Please contact the principal if you have any questions.

(Signed)

Figure 6.8

DARE DESCRIPTIONS FOR SCHOOL HANDOUTS
(Portland, Maine)

Student Handbook

All sixth graders will participate in the DARE (Drug Abuse Resistance Education) program. DARE classes will be held once a week for a semester. The classes will be taught by a Portland police officer. In DARE, you will learn facts about tobacco, drugs, and alcohol, and you will learn how to make decisions. At the end of the semester, you will receive a DARE T-shirt and a certificate for completing the program.

Parent Handbook

Your child will be receiving instruction in DARE (Drug Abuse Resistance Education), taught by a uniformed Portland police officer. The DARE curriculum, which was developed by the Los Angeles Unified School District in cooperation with the Los Angeles Police Department, has been taught in Los Angeles for the past four years and is being replicated in many cities throughout the country.

DARE teaches students how to recognize peer pressure, how to make sound decisions, ways to say no to peer pressure, and positive alternatives to tobacco, drug, and alcohol use.

Watch for upcoming DARE parent meetings at which the DARE officer will discuss the program in detail. For more information on Project DARE, contact Officer (name) at (phone number).

These meetings should be open to all parents, who are notified by the school. It is best to schedule parent meetings during the middle of the semester (Weeks 6–8), instead of at the beginning, so that parents will already be aware of DARE before attending. Their children's enthusiasm for the program will have stimulated their curiosity. Objectives of these presentations are as follows:

- to provide parents with information about substance use (e.g. drug recognition, physical symptoms and behavioral signs of drug use)
- to inform parents about the DARE educational program
- to elicit parents' help in reinforcing the program's key messages about resisting negative peer pressure

At these workshops the DARE officer also discusses strategies for improving family communication, additional steps that parents can take to prevent their children from using drugs, and community resources for drug counseling and intervention.

Because some parents may be suspicious of a police presence in the schools, it is important for the officer to emphasize that schools have been selected as the site for the program not because of a great substance use problem but because of the high level of cooperation between the police and the schools in preventing substance use. The officers must stress that they are there to serve as role models, not to collect undercover information or otherwise serve in a law enforcement capacity.

It should be emphasized that this meeting is for parents only. Some DARE programs hold additional meetings, which students attend with their parents.

Content

The parent meeting agenda usually includes the following:

- an overview of the drug problem with discussion of the student quiz "What Do You Know About Drugs?"
- a description of the DARE program (history, purpose, examples of lessons, and evaluation findings)
- the film *Sons and Daughters—Drugs and Booze*,* which describes the scope of the drug problem, its prevalence in all sectors of American society, the keys to prevention, and how parents can communicate with their children about this problem
- a discussion of parenting skills (communicating, taking a stand, providing alternatives to drug use, and avoiding the tendency to deny at-risk behavior in their children)

Handouts may include the following:

- "Twenty Ways to Encourage Your Children to Use Drugs," developed in Los Angeles (Figure 6.9)
- the quiz "What Do You Know About Drugs?" and an answer sheet with explanations of correct responses
- a list of symptoms, behavioral and school performance changes, and physical evidence by which parents can tell if their children are involved with drugs (Figure 6.10)
- DARE promotional materials: brochures, buttons, bumper stickers, etc.

Preparation for the Parent Meeting

The following steps will ensure a well-organized meeting:

1. Early in the semester, discuss the purpose of the meeting with the principal. Set a date and a time, describe the agenda, and reserve space and audiovisual equipment.

2. Notify parents early in the semester that the meeting will occur (see Figure 6.7).

3. Obtain the support of the PTA; ask the organization to sponsor the meeting and provide refreshments.

4. If required, discuss physical arrangements with the facilities manager.

5. Send invitations two weeks before the meeting. Invitations may be signed by the principal, the DARE officer, or the PTA president. Alternatively, students may be asked to write invitations as part of their DARE supplementary activities.

6. Prepare handouts.

7. Prepare an outline of what to say.

* *Sons and Daughters—Drugs and Booze* is available for $525 from Gerald T. Rogers Productions, Inc., 5225 Old Orchard Road #23, Skokie, IL 60077.

Figure 6.9

TWENTY WAYS TO ENCOURAGE YOUR CHILDREN TO USE DRUGS

1. Never eat together as a family.
2. Never have weekly, monthly, or annual family outings that they can look forward to as a family unit.
3. Talk to your children, not with them; never listen.
4. Punish your children in public, and never praise them or reinforce their positive behavior.
5. Always solve their problems; make their decisions for them.
6. Leave the responsibility of teaching morality and spiritual training to the schools and the church.
7. Never let your children experience cold, fatigue, adventure, injury, risk, challenge, experimentation, failure, frustration, discouragement, and so on.
8. Threaten your children (e.g., "If you ever try drugs or alcohol, I'll punish you").
9. Expect your children to get A's in all subjects in school.
10. Always pick up after your children, and don't encourage them to accept responsibility.
11. Discourage your children from talking about their feelings (anger, sadness, fear, etc.).
12. Be overprotective, and don't teach your child the meaning of the word "consequence."
13. Make your children feel that their mistakes are sins.
14. Put your children off when they ask "Why?" and tell them, "Because I said so."
15. Lead your children to believe that you are perfect and infallible.
16. Keep your home atmosphere in a state of chaos.
17. Never tell your children how much you love them, and never discuss your feelings with them.
18. Never hug them or display affection in front of them.
19. Always expect the worst, and never give them the benefit of the doubt.
20. Don't ever trust them.

Prepared by the Los Angeles Unified School District and the Los Angeles Police Department.

Figure 6.10

THE DRUG SCENE: HOW TO TELL IF YOUR KIDS ARE INVOLVED

It is important to stress that these are possible but not conclusive signs of drug use.

PHYSICAL SYMPTOMS

- Acting intoxicated
- Bloodshot or red eyes, droopy eyelids
- Imprecise eye movement
- Wearing sunglasses at inappropriate times
- Abnormally pale complexion
- Change in speech patterns and vocabulary patterns
- Frequent, persistent illness; sniffles, cough
- Change in sleep patterns such as insomnia; napping or sleeping at inappropriate times
- Repressed physical development
- Unexplained weight loss or loss of appetite
- Neglect of personal appearance, grooming

BEHAVIORAL CHANGES

- Unexplained periods of moodiness, depression, anxiety, irritability, hypersensitivity, or hostility
- Strong and inappropriate reaction to mild criticism or simple requests
- Decreased interaction and communication with others
- Preoccupation with self; less concern for the feelings of others
- Loss of interest in previously important things, such as hobbies and sports
- Loss of motivation and enthusiasm
- Lethargy; lack of energy and vitality
- Need for instant gratification
- Changes in values, ideals, beliefs
- Change in friends, unwillingness to introduce friends

SCHOOL CHANGES

- Decline in academic performance; drop in grade
- Reduced short-term memory, concentration, and attention span
- Loss of motivation, interest, participation in school activities, energy
- Frequent tardiness and absenteeism
- Decreased interest in participating in classes and meetings
- Sleeping in class or meetings
- Untidy appearance, dress, personal hygiene
- Slow to respond, forgetful, apathetic
- Increased discipline, behavioral problems
- Change in peer group
- Disappearance of money or items of value

PHYSICAL EVIDENCE

- Odor of marijuana (like burnt rope) in room or clothing
- Incense or room deodorizers
- Eyedrops, mouthwash
- Marijuana cigarettes (rolled and twisted at each end)
- Butt or "roach" (end of marijuana cigarette)
- Powders, seeds, leaves, plants, mushrooms
- Capsules or tablets
- Cigarette-rolling paper
- "Roach clips"
- "Bongs" waterpipes (usually glass or plastic)
- Scales, testing kits, hemostats and other equipment
- Small spoons, straws, razor blades, (for use with cocaine)
- Stash cans (soft-drink, beer, deodorant, and other cans that unscrew at the top or bottom)
- Unfamiliar small containers or locked boxes
- Plastic baggies or small glass vials
- Drug-related books, magazines, comics

Based on a list compiled by the National Federation of Parents for Drug Free Youth, in *Kids and Drugs: A Youth Leader's Handbook* (Washington, D.C.: ACTION, 1984).

8. Confirm that film, equipment, and space are available.

9. Arrive at the meeting site early to check for any problems.

Techniques for Promoting Attendance

It is often difficult to get parents to attend evening meetings. Some suggested methods used by various programs are to:

- have a potluck dinner
- have a raffle
- send home notes written by students
- give a prize to the classroom that has the highest parent attendance
- provide child care

Other Ways to Keep Parents Informed
Obtaining parental support and understanding of DARE activities is very important. Other ways to interest and involve parents are by:

- inviting parents to attend DARE classes, especially the culmination ceremony
- having the DARE officer present at an information table during back-to-school nights at the school
- having the DARE officer present at school PTA meetings
- notifying parents how they can reach the DARE officer or a superior officer for discussion or consultation
- developing additional handouts for students to give their parents (e.g., suggestions for reviewing DARE classwork)
- forming school-based parent advisory groups to meet with the DARE officer

Student Referral Process

Many schools are concerned that classroom discussions will prompt students to reveal substance use problems of their own or within their families. DARE officers are instructed to take the same actions as any member of the faculty would take, generally referring such matters to the school principal. The following policy statement is adapted from one developed by the Portland, Maine program:

> The DARE officer is not a substance abuse counselor and will not be expected to function in that capacity. However, if a student reveals that he or she appears at risk or has a personal or family substance use problem, the process is as follows:
>
> At the beginning of the year, the DARE officer informs the students that such information cannot remain confidential. The DARE officer reports any information regarding substance use to a building administrator. If administrators are unavailable, then a guidance counselor or a social worker is informed; however, administrators must be informed at the earliest opportunity. The administrators involve appropriate staff (e.g., guidance counselors, teachers, social workers, nurses, the school psychologist, the health director, the DARE officer) to determine a course of action.

Having a school- or community-based counseling resource to which children and parents can be referred is essential for any school offering DARE. A major concern of service providers in the area of substance use treatment has been that school administrators may not be familiar with resources in the community when the need for referral arises. The Portland, Maine program organized a drug-counseling information seminar at which all drug intervention programs in the area were represented. The seminar offered an opportunity for information exchange and interaction among agencies that rarely meet. To demonstrate the importance of the seminar, the Chief of Police and the Superintendent of Schools attended. The agenda included a discussion of DARE and the importance of intervention as a component of any substance use prevention program. As a result of this seminar, the school administration contracted with one of the service providers to train school counselors for early intervention with at-risk students.

The DARE officer is on campus in a non-law enforcement capacity. When a situation occurs that requires law enforcement intervention, the officer refers the matter to the school principal, as any other faculty member would. If immediate attention is required, the DARE officer calls the line officer assigned to the district.

Performance Standards

1. Completion of the following:
   - Principal orientation, with distribution of appropriate materials to enlist the cooperation

of principals in promoting teacher and parent support.

- Teacher orientation, with distribution of appropriate materials to prepare teachers for the DARE officer's presence in the classroom and to solicit their support for and/or involvement with DARE activities.
- A minimum of one meeting per semester with parents to discuss the DARE program, substance use prevention, and how to recognize substance use.

2. A policy for referring students who report a personal or family substance use problem. An operating, qualified counseling program to which teachers and officers can refer children and families with drug use problems must be available, either in the school or the community.

Chapter 7
Organizing School Activities

Classroom Activities: Providing for a DARE Officer Presence in the Schools

This chapter focuses on the logistics required to plan and schedule DARE activities.

Learning About The School

The Arizona program has developed a "prescheduling questionnaire" to assist DARE officers in preparing for working with school personnel and scheduling classes. Questions include the following:

- What date does school start?
- What time does school start? end?
- What is the recess schedule?
- What is the lunch schedule?
- What days is the nurse or psychologist on campus?
- Who is the principal?
- Who is the assistant principal?
- Who is the officer manager?
- How many students are on campus?
- How many sixth grade classes are there? How many students?
- How many sixth grade students speak only Spanish?
- When are the Spanish-speaking aides in class?
- What are the two best days for DARE at this school?
- What are the two worst days for DARE at this school?
- What events, activities, or programs could affect the DARE scheduling (e.g., half-days, testing dates, special assemblies, music classes, gifted programs)?

These questions can be answered over the telephone by school office staff before the DARE officer meets with the principal.

In Illinois each DARE officer is required to compile a school resource book containing such information as names of school administrators and health and guidance personnel; DARE class schedules; community law enforcement agencies, medical services, and government officials, including legislators; student handbooks, including the school calendar; teacher handbooks; and the school's code of conduct.

This information is useful to the officer throughout the year. It is especially helpful for substitutes who fill in when the DARE office must miss a class.

Scheduling Classes

Before scheduling classes in the schools, school administrators need to establish a semester schedule that indicates the week during which each lesson will be taught. Figure 7.1 provides a sample schedule. Please note that for this schedule, DARE started during the first week of school because the particular school system intended to offer DARE in other schools during the second semester. Smaller school systems that will offer DARE for only one semester may start the program later in the year.

Three additional planning tools are provided in Figure 7.2, a form for scheduling DARE classes in a school; Figure 7.3, a typical DARE school-day schedule; and Figure 7.4, a checklist developed by the Arizona DARE program to assist with planning other school activities.

Performance Standards

1. A schedule for each DARE officer including:
   - arrangements and schedule for uniformed DARE officers to spend a full day on each campus, allowing time for informal interaction with students
   - schedule for the same DARE officer to teach the 17-session DARE core curriculum to chil-

dren in elementary school exit classes during one semester

- schedule for DARE officers to teach K–4 visitation lessons to prepare students for core lessons
- schedule for DARE officers to teach the abbreviated curriculum to nonparticipating public and private schools, as time permits
- schedule for DARE officers to teach the junior high school curriculum, either as a follow-up to those students who have already received the program or to reach those who have not received the program, if time permits.

2. A question box available in each classroom for students to ask questions they are not comfortable asking in class

3. Procedures in place for presenting to students who successfully complete the DARE classes certificates acknowledging their commitment not to use drugs

Figure 7.1

SAMPLE DARE SEMESTER SCHEDULE
Fall–Winter 1987

September 7–11	Introductions
September 14–18	Lesson 1
September 21–25	Lesson 2
September 28–October 2	Lesson 3
October 5–9	Lesson 4
October 12–16*	Lesson 5
October 19–23	Lesson 6
October 26–30	Lesson 7
November 2–6	Lesson 8
November 9–13*	Lesson 9
November 16–20	Lesson 10
November 23–27**	makeup days
November 30–December 4	Lesson 11
December 7–11	Lesson 12
December 14–18	Lesson 13
December 21–25**	makeup days
January 4–8	Lesson 14
January 11–15	Lesson 15
January 18–22*	Lesson 16
January 25–29	Lesson 17/ Culmination Week

* Four-day week
** Three-day week

Figure 7.2

DARE OFFICER SCHEDULING FORM

Officer/Instructor _____ Day of week _____

School _____ Principal _____

Address _____ Office Manager _____

Telephone _____

Time	Grade/Room Number	Teacher

Figure 7.3

SAMPLE DAILY SCHEDULE FOR DARE OFFICER

Holmes Elementary School
123 Main Street
Anytown, 01234
(987) 123-4567

7:30 - 8:15	Administration/greet students
8:25 - 9:10	6th-grade teaching
9:15 - 10:00	6th-grade teaching
10:05 - 10:25	Recess
10:30 - 11:15	6th-grade teaching
11:30 - 12:15	6th-grade teaching
12:30 - 1:15	Lunch
1:15 - 1:45	K-5 Teaching
1:45 - 2:15	K-5 Teaching

_____ _____ , Principal
(Name)

_____ _____ , Office Manager
(Name)

_____ , DARE Coordinator
(Name)

Figure 7.4

DARE CALENDAR CHECKLIST (ARIZONA)

TIME PERIOD IN LESSONS	SUGGESTED ACTIVITIES TO PERFORM	CHECK OFF
Two weeks to one week before the lessons start	1. SCHEDULE PRINCIPAL MEETING. 2. CONDUCT PRINCIPAL MEETING AND COVER THE FOLLOWING TOPICS: a. Discuss faculty inservice meeting (date and time) b. Discuss parent meeting (date and time) c. Discuss culmination program (date and time) d. Discuss a date and time for a culmination conference between you and the principal (schedule for the week of lesson 9 or 10)	 _____ _____ _____ _____
Lessons 1–4	1. MEET WITH THE 6TH GRADE FACULTY TO DISCUSS CULMINATION. DISCUSS THE FOLLOWING TOPICS: a. Decorations - posters b. Refreshments c. "Taking a Stand" essay d. Awarding certificates (Writing names on certificates) e. DARE song or music f. Special talents 2. INTRODUCE CULMINATION TO STUDENTS. 3. 4.	 _____ _____ _____ _____ _____ _____ _____ _____ _____
Lesson 5	1. DISCUSS WITH STUDENTS IDEAS FOR CULMINATION SKITS. DEMONSTRATING WAYS TO SAY NO. 2. 3.	 _____ _____ _____
Lessons 8–9	1. BEGIN SCHEDULING MEETING WITH JUNIOR HIGH OR HIGH SCHOOL TO DISCUSS SELECTION OF ROLE MODELS. 2. 3.	 _____ _____ _____

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TIME PERIOD IN LESSONS	SUGGESTED ACTIVITIES TO PERFORM	CHECK OFF
Lessons 9–10	1. MEET WITH PRINCIPAL TO DISCUSS THE CULMINATION. DISCUSS THE FOLLOWING TOPICS:	_____
	a. Auditorium setup	_____
	b. Availability of materials and school personnel to assist with the culmination programs	_____
	c. VIP's to be invited	_____
	d. Refreshments	_____
	e. Decorations	_____
	f. Schedule a culmination rehearsal	_____
	g. Ask whether the principal would be willing to give a 2- or 3-minute message and remain present throughout the entire culmination ceremony	_____
	2. MEET WITH PRINCIPAL TO DISCUSS ROLE MODELS.	_____
	3. MEET WITH PLANT MANAGER TO DISCUSS AUDITORIUM SETUP.	_____
Lesson 10–11	1. MEET WITH ROLE MODELS TO DISCUSS THE FOLLOWING:	
	a. Their job as a role model.	_____
	b. Time to be picked up and location	_____
	c. Time they will return	_____
	d. Hand out questions for DARE role models	_____
Lessons 11–13	1. COMPLETE THE LIST OF ROLE MODELS AND TURN IT IN.	_____
	2. SEND DARE CULMINATION INVITATIONS TO VIPS. Advise principal of invitation to VIPs	_____
	3. START PREPARING FOR DARE CULMINATION.	
	a. Start working on DARE skits	_____
	b. Check on refreshments for culmination	_____
	c. Recruit volunteers to set up auditorium	_____
	d. Recruit volunteers to set up and serve refreshments	_____
	e. Discuss culmination activities with 6th grade faculty	_____
	f. Discuss culmination activities with students.	_____

TIME PERIOD IN LESSONS	SUGGESTED ACTIVITIES TO PERFORM	CHECK OFF
Lessons 14–15	1. OBTAIN A COMMITMENT FROM VIPS ATTENDING CULMINATION.	_____
	2. BEGIN WORKING ON LESSON 16, "TAKING A STAND."	_____
	3. BEGIN WORKING ON PARENT INVITATIONS TO CULMINATION.	_____
	4. WORK ON DARE CULMINATION PROGRAM.	_____
	a. Select emcees	_____
	b. Select skits	_____
	c. Obtain names of eligible students who will receive a certificate	_____
	d. Rehearse skits	_____
	e. Rehearse with emcees	_____
	5. SCHEDULE A CULMINATION REHEARSAL (WEEK OF LESSON 16).	_____
	6.	_____
	7.	_____
	8.	_____

TIME PERIOD IN LESSONS	SUGGESTED ACTIVITIES TO PERFORM	CHECK OFF
Lessons 15–16	1. DOUBLE-CHECK WITH PLANT MANAGERS ABOUT AUDITORIUM SETUP.	_____
	2. DOUBLE-CHECK ON VOLUNTEERS HANDLING REFRESHMENTS AND SETUP.	_____
	3. DOUBLE-CHECK ON VOLUNTEERS HANDLING AUDITORIUM SETUP.	_____
	4. DOUBLE-CHECK ON VIPS ATTENDING CULMINATION.	_____
	5. SELECT STUDENTS TO READ PERSONAL COMMITMENTS.	_____
	6. CONDUCT A CULMINATION REHEARSAL THE WEEK OF LESSON 16.	_____
	7. TYPE UP PROGRAM FOR CULMINATION.	_____
	8. HAVE PROGRAM APPROVED BY PRINCIPAL.	_____
	9. HAVE PROGRAM PRINTED UP AND READY FOR LESSON 17.	_____
	10. STOP ALL VISITATION CLASSES.	_____
	11. MEET WITH PRINCIPAL TO FINALIZE CULMINATION ACTIVITIES.	_____
	a. Request that the principal remain present throughout the entire culmination ceremony	
Lesson 17	1. ARRIVE AT SCHOOL EARLY AND DOUBLE-CHECK THE FOLLOWING:	
	a. Auditorium setup	_____
	b. Refreshments	_____
	c. Students reading their personal commitments	_____
	d. Culmination programs	_____
	e. Review skits	_____
	2. RELAX AND ENJOY ALL THE WORK YOU PUT INTO ORGANIZING YOUR CULMINATION.	_____

Chapter 8
Assessing the Program

Appraisal of Officer Performance and Procedures for Monitoring Classroom Activities

Effective program administration requires ongoing assessment of program implementation. In order to improve, programs must have sound information on which to base decisions. Moreover, documenting program activities is vital to making the case for maintenance, growth, and expansion. Reassigning police officers as full-time classroom instructors is a major administrative decision; continuing to do so needs to be justified on the basis of data showing that the decision is paying off.

This chapter discusses routine record-keeping, recording of referrals, lesson logs, classroom observation, and principal, teacher, student, and parent appraisal of DARE classroom activities. Methods of program evaluation including formal studies of program impact on students' knowledge, attitudes, skills, and behavior are discussed in Chapter 11, Evaluation.

Routine Record-keeping

Each officer needs to keep a weekly activity or progress report. Recorded data need to include such items as the following:

- number of schools participating
- number of core classes taught
- number of K–4 classes taught
- number of junior high classes taught
- number of abbreviated programs taught
- number of students taught, by type of class
- number of principals' meetings and attendance
- number of teachers' meetings and attendance
- number of parents' meetings and attendance
- community presentations and other community activities

Reports of public appearances should include the name and location of the organization, type of group (e.g., civic, faculty, law enforcement), contact person, telephone number, number of people attending, length of program, topics covered, and follow-up activities.

Monthly project summaries can be compiled from these reports. The Virginia program developed a statistical report form to summarize the following data each month:

- the total number of fifth- and sixth-grade pupils in each community's public schools
- the total number of public elementary students receiving the core curriculum
- the same data for private schools
- the total number of public, private, and parochial schools and pupils participating in the abbreviated program
- the number of faculty workshops, PTA meetings, parent meetings, and presentations made before civic organizations, and total attendance

Recording of Referrals

A special concern is reporting drug-related problems or incidents to school administrators. As noted in Chapter 6, DARE officers are assigned to schools in a non-law-enforcement capacity and are expected to report drug-related incidents to school administrators, as any other faculty members would. To document the handling of such occurrences, DARE officers may be required to record the following data:

- date of the incident
- child's age and sex
- DARE or non-DARE student involved
- reason for referral (e.g. possession of an illegal substance, reporting illegal substance use by a family member, disclosing sexual abuse)

Lesson Logs

In some programs officers maintain logs for each lesson to:

- analyze good and bad points of the presentation for lesson planning in subsequent years—activities that worked well and activities that need to be strengthened or changed
- note experiences to discuss with fellow officers at information-sharing meetings

Points to record can include the following:

- preparation time required
- students' reactions to the lesson
- concepts or ideas that students had difficulty understanding
- activities students enjoyed most and least
- activities that seemed inappropriate
- activities that will be repeated next time
- ideas for different activities
- classroom management problems related to the lesson
- ways in which officer training could have provided better preparation for a lesson

Classroom Observation

Law enforcement officers are not professional educators. They are, however, required to utilize teaching skills to present the DARE curriculum. They need to know how they are performing in the classroom and ways in which they might improve their techniques. Figure 8.1 provides an example of a performance checklist developed in Massachusetts for this purpose. It is important to emphasize that this activity is not a formal evaluation but a way to help the officer identify strengths and weaknesses. Observations may be made by the following:

- experienced DARE officers, or "mentors." In statewide or large city programs, experienced DARE officers are assigned to observe and advise DARE officers in the classroom. The ratio is usually six to eight officers per mentor.
- DARE program coordinators, whether based in the law enforcement agency or the education agency.
- school administrators. School principals commonly observe all classroom teachers in their schools during the course of a semester. (Use of the checklist in Figure 8.1 can be a part of that routine observation.)
- classroom teachers. Since teachers are required to stay in the classroom during the DARE lesson, they may be asked periodically to complete the classroom observation form (Figure 8.1). A different teacher may be asked to observe each week, thereby distributing the burden, providing different perspectives, and ensuring that the DARE officer's teaching of each lesson is observed.
- health education coordinator. As one of their health education oversight responsibilities, health education coordinators observe DARE classes.
- regional educational coordinators. In North Carolina, the Department of Education has assigned a staff member in each region to observe DARE classroom activities.

Officers can also use observation instruments to evaluate themselves.

School/Community Appraisal

Regular classroom teachers, principals, and members of school/community advisory committees will have important perspectives on the successes and failings of the program. Their opinions can be obtained through either a questionnaire or face-to-face interviews. Questions can focus on:

- their perceptions of the program's overall quality
- their reactions to various program features (e.g., having police instructors, focusing on grades five or six)
- students' reactions to the program
- their view of the program's apparent impact on students' knowledge, attitudes, skills, and behavior
- obstacles encountered in implementing the program
- any problems that arose in scheduling or delivery
- any opposition from parents or others that emerged
- whether their expectations for the program were met
- whether they wish the program to continue

- suggestions for improvement

If a questionnaire is used, a good format is to ask respondents to rate the extent to which they agree with statements concerning the impact of the program (e.g., 1 = disagree a lot, 2 = disagree a little, 3 = agree a little, and 4 = agree a lot). For example:

- Project DARE has made a positive impression on our students.
- There are now fewer disciplinary problems at our school.
- Students at our school are showing a more positive attitude toward police officers.
- Students are showing a greater willingness to talk with teachers about drug problems at the school.
- Students are now better able to resist peer pressure.
- Having police officers teach the lessons is a good feature of the program.

While affirmative answers to these questions are not definitive proof of a program's impact, they are a useful way of establishing whether the program has strong support in the schools and the community.

When special sessions for parents are conducted, parents can be given a brief questionnaire that asks their opinion of the session, tests what they learned, and assesses their beliefs and attitudes about the fight against adolescent drug use and the approach taken by the prevention program. The use of rating scales can elicit the extent of parents' agreement or disagreement with various statements concerning the program—for example:

- As a result of this meeting, I will be better able to communicate with my children about drug and alcohol use.
- I want to attend more DARE meetings for parents.
- The DARE program should be expanded into other schools in our community.

It should be noted that a similar brief questionnaire can be sent to all parents to evaluate the DARE program as a whole. Examples of questionnaire items include the following:

- My son/daughter told me about the DARE lessons at home.
- My son/daughter is more assertive in standing up to peer pressure.
- I wish to see the DARE program continued.

Figures 8.2–8.5 present examples of appraisal forms for classroom teachers, parents, administrators, and students. These forms were developed for the Los Angeles Police Department.

Performance Standards

1. Collection of data including:
   - number of schools reached
   - number of core classes taught
   - number of K–4 classes taught
   - number of junior high classes taught
   - number of abbreviated programs taught
   - number of students taught, by type of class
   - number of principals oriented
   - number of teachers oriented
   - number of parents attending parent evening(s)
2. Criteria developed for officers' classroom performance.
3. Documented regular classroom observation by designated individuals (law enforcement personnel and/or educators), using agreed-upon criteria.
4. Documented instructor's/mentor's evaluation scores for each officer's performance, done each semester.
5. Feedback provided to officers regularly, using classroom observation criteria.
6. Surveys of school administrators, teachers, parents, and students to assess satisfaction with and impact of DARE activities.

Figure 8.1

DARE OFFICER CLASSROOM PERFORMANCE CHECKLIST

Instructor: _____ Observer: _____

School: _____ Date: _____

Grade level: _____ Lesson: _____

	No Basis for Observation	Weak	Fair	Good	Strong
PREPARATION					
1. Follows the lesson plan as outlined in the curriculum	0	1	2	3	4
2. Demonstrates good command of the lessons	0	1	2	3	4
TEACHING METHODS					
1. Introduces the class so that students know what to anticipate	0	1	2	3	4
2. Emphasizes the key terms and ideas to be learned	0	1	2	3	4
3. Periodically orients and prepares students for what is to follow	0	1	2	3	4
4. Teaches at a pace that is not too fast and not too slow	0	1	2	3	4
5. Asks questions to make sure the students understand	0	1	2	3	4
6. Moves well from facilitating students' discussion to addressing major teaching points	0	1	2	3	4
PRESENTATION OF MATERIALS					
1. Shows examples of how to do class work and homework	0	1	2	3	4
2. Asks students before they start work if they know what to do and how to do it	0	1	2	3	4
3. Stays with a topic until the students understand	0	1	2	3	4
4. Provides summaries of what students have learned	0	1	2	3	4
RESOURCEFULNESS					
1. Finds different ways to explain things that are hard to understand	0	1	2	3	4
2. Uses good examples	0	1	2	3	4
3. In an appropriate way, interjects a discussion of his or her own experiences as an officer	0	1	2	3	4

	No Basis for Observation	Weak	Fair	Good	Strong
4. Uses the chalkboard effectively	0	1	2	3	4
5. Adjusts procedures to cope with unanticipated classroom situations	0	1	2	3	4
6. Rephrases students' responses as needed	0	1	2	3	4
EFFECTIVENESS OF COMMUNICATION					
1. Uses language appropriate to the students' grade level	0	1	2	3	4
2. Speaks clearly and distinctly	0	1	2	3	4
3. Establishes eye contact	0	1	2	3	4
4. Conveys enthusiasm	0	1	2	3	4
5. Maintains students' interest	0	1	2	3	4
CLASSROOM STANDARDS					
1. Keeps classroom order without stifling participation	0	1	2	3	4
2. Provides students with clear rules of classroom conduct	0	1	2	3	4
3. Provides students with standards for satisfactory performance	0	1	2	3	4
STUDENT PARTICIPATION					
1. Gives all students an equal opportunity to participate	0	1	2	3	4
2. Encourages students to ask questions	0	1	2	3	4
3. Is able to draw out quiet or reluctant students	0	1	2	3	4
4. Gives students enough time to practice role plays, skits, etc.	0	1	2	3	4
5. Reinforces students who answer questions or act out role plays	0	1	2	3	4
6. Works effectively with small groups while supervising activities of entire class	0	1	2	3	4
7. Is responsive to students' questions	0	1	2	3	4
PERSONAL QUALITIES					
1. Has good appearance and posture	0	1	2	3	4
2. Has a good relationship with the regular classroom teacher	0	1	2	3	4

Figure 8.2

CLASSROOM TEACHER APPRAISAL OF OFFICER'S PRESENTATION OF LESSONS

Classroom teacher's name: Date:

School: Grade:

D.A.R.E. officer:

Dear Classroom Teacher:

Thank you for taking the time to complete the following evaluation. Recognizing that officer performance is critical to program success, we value your input. The information will be especially helpful in determining training needs for future instructor training programs and instructor inservice training programs.

1 = strongly disagree; 2 = disagree; 3 = unsure/neutral; 4 = agree; 5 = strongly agree

1. The objectives of the lesson were clear to the students from the beginning of the officer's presentation	1	2	3	4	5
2. The presentation of materials and content was appropriate to my students' level.	1	2	3	4	5
3. The officer's presentation was effective.	1	2	3	4	5
4. The officer established rapport with my students.	1	2	3	4	5
5. My students showed interest in the lesson.	1	2	3	4	5
6. My students acquired knowledge about how to successfully resist and refuse offers of drugs.	1	2	3	4	5
7. My students show an improved attitude toward drug use.	1	2	3	4	5
8. My students demonstrate the ability to use those resistance skills taught in the DARE lessons.	1	2	3	4	5
9. During the time that DARE was presented, I observed a positive change in interpersonal relations among my students.	1	2	3	4	5
10. My opinion is that the DARE program should be continued in my school.	1	2	3	4	5

Comments and suggestions:

Figure 8.3

PARENT APPRAISAL

Dear Parent or Guardian:

A series of lessons to help young people resist the use of drugs was taught by an officer in your child's class this semester. We would like to see if the new knowledge was shared with you at home. Would you please help us to evaluate the DARE program?

Thank you for your assistance.

1. Yes No Did your son/daughter tell you about DARE lessons at home?

2. Yes No Did you attend a DARE Parent Meeting?

3. Yes No If question 2 was answered "Yes," was the DARE program adequately explained?

Please answer items 4–7 by circling the appropriate rating.

1 = strongly disagree; 2 = disagree; 3 = unsure/neutral; 4 = agree; 5 = strongly agree

4. As a result of the DARE program, it is now easier for me to talk to my child about drugs. 1 2 3 4 5

5. Since my child has been in the DARE program, he or she has a more positive attitude about law enforcement. 1 2 3 4 5

6. Since the DARE program, my child has a more positive attitude about school. 1 2 3 4 5

7. As a result of my child's experience, I recommend that the DARE program be continued. 1 2 3 4 5

8. As a result of the DARE program, what in your opinion, was the effect on your child's attitude toward drug use (check one)?

( ) More likely to use drugs ( ) No effect ( ) Less likely to use drugs

COMMENTS:

THIS REPORT IS CONFIDENTIAL; YOU NEED NOT SIGN IT.

THANK YOU FOR YOUR COOPERATION.
PLEASE RETURN THIS FORM TO THE TEACHER.

Teacher's name: Date:

School: Grade:

Figure 8.4

ADMINISTRATOR'S APPRAISAL

Name: Date:

School:

Dear Administrator:

In an effort to evaluate the quality of DARE program implementation, we would appreciate your input regarding your school's DARE experience. Please share your opinions by answering the questions on the rating scale below.

1 = very poor; 2 = poor; 3 = unsure/neutral; 4 = good; 5 = excellent

1. Organization/coordination of the DARE program between the law enforcement agency and my school	1	2	3	4	5
2. Quality of learning experience for students	1	2	3	4	5
3. My teachers' attitudes toward the DARE program	1	2	3	4	5
4. My students' attitudes toward the DARE program	1	2	3	4	5
5. My own opinion of the DARE program	1	2	3	4	5
6. The idea that DARE should be continued in my school	1	2	3	4	5

Comments and suggestions:

Figure 8.5

STUDENT APPRAISAL

Dear Student:

You have just completed Project DARE. It is very important that we know your opinion about the program.

PLEASE DO NOT PUT YOUR NAME ON THIS PAPER. That is so that you can be completely open and honest about your answers. Please answer as honestly as you can.

All you have to do is circle YES or NO for each question and return this form to your teacher.

1. YES NO I thought the DARE lessons were presented in an interesting manner.
2. YES NO I understand the lessons.
3. YES NO I think the DARE program should be continued for other students my age.
4. YES NO I have already told my family about the DARE lessons we did in class.
5. YES NO As a result of DARE, I think I will be able to say no to drugs.
6. The part of the DARE program that I liked the best was:

Teacher's name: Date:

School: Grade:

Chapter 9
Involving the Community

Community Outreach: Activities for Officers to Promote DARE in the Community

As discussed in Chapter 1, obtaining community support and involvement is essential to the establishment, growth, and maintenance of the DARE program. Outreach to the public needs to be an ongoing activity, not one that is undertaken only at the program's outset. Keeping the public aware of the DARE program helps to create an "anti-drug" climate for prevention and to ensure the program's continuation and expansion. For example, promoting DARE may lead to outside contributors supplying needed educational materials and covering other implementation costs. This chapter describes strategies for promoting DARE in the community, increasing DARE's visibility, and extending DARE's impact as a substance use prevention strategy.

Promotion of DARE

Logo

One purpose of program promotion is to increase community awareness and recognition of the DARE program. The development of a logo that appears on all promotional materials can help reach this objective. Many programs use the community's police and school symbols in a DARE logo to represent the agencies' collaboration. Virginia uses a triangle to depict the partnership among school, police, and parents that makes DARE work.

Brochures

A promotional brochure that reviews the problem of adolescent drug use, introduces the DARE concept, and describes the instructional program should be available for distribution in conjunction with all promotional activities. A number of communities have adapted a low cost brochure developed by the Los Angeles DARE program by substituting pictures of their own DARE officers for those of Los Angeles DARE instructors and modifying the text to describe their community's activities.

Another brochure developed in Los Angeles, "DARE: Drugs Are Everyone's Problem," was designed and produced with funding from the Coca-Cola Bottling Company of Los Angeles and in-kind contributions from designers. It is distributed to companies and civic organizations to encourage contributions to the program. This more expensive brochure points out that growing numbers of narcotics arrests have not solved the persisting problem of demand, which can be changed by sound prevention education.

Communications Media

A variety of communications media offer rich opportunities to promote DARE. Particularly newsworthy are profiles of newly appointed DARE officers, DARE classroom teaching start-up, parent education evenings, a DARE officer's presence at a community prevention event, and, of course, student graduation exercises, especially when there is a well-known, popular speaker. Below are examples of media uses.

Print

At least four vehicles can be used for promoting DARE in the print media: (1) periodic news releases, (2) feature articles with pictures, (3) advertisements, and (4) articles in publications for special audiences.

- The DARE staff can issue news releases to generate short articles about the program in local newspapers or magazines. They can include a description of the program, reasons for its establishment, and who is involved. Periodic updates can be submitted for special events, such as the signing of agreements, student culmination activities, and special donations. It is essential that the name and phone number of a contact person be included in the news releases. Press releases can be distributed at press conferences, or can be delivered in person.
- A feature article goes into depth about a subject, and usually includes quotations from

several people connected with the program. The best way to get a feature article written about DARE is to call the newspaper or magazine editor and ask to speak with the person covering your community or specializing in educational issues. Emphasize the importance of this program as a strategy to prevent substance use among children, a concern to the entire community. Since photos attract people's attention, request that a picture be included with the article. A popular photo format is one of a DARE officer teaching a class.

- Sometimes paid advertisements attract attention to special events that may not otherwise receive media coverage. Paid advertisements might also encourage newspapers to give occasional free coverage.
- Professional periodicals such as law enforcement or health education journals or parents magazines will be interested in receiving articles about programs such as DARE.

Television and Radio

DARE promoters should seek exposure on television and radio, in addition to print media, by granting interviews, requesting coverage of special events, and producing public service announcements.

- Many talk-show hosts and news reporters are looking for activities of special community interest. They are most likely to be interested in discussing DARE in conjunction with a special event, such as the start of DARE classes, a drug prevention week, or a DARE culmination program.
- Television and radio stations are required to provide time for public service announcements (PSAs). In Portland, Maine, a local television station assisted with the production of 15-second TV spots with local celebrities dressed in DARE T-shirts, who demonstrated ways to say no. The spots also include a DARE theme song and logo. A Green River, Wyoming radio station aired a series of spot announcements with children saying why they would not use drugs.
- Use every special event as an opportunity for requesting TV or radio coverage. While you may not receive coverage for every event, your requests will keep the media aware of your presence.
- Community cable television stations frequently feature local activities. Selected DARE classes in several programs have been videotaped for broadcast. In Rockland, Massachusetts, the cable television station taped for repeated subsequent broadcast the "best" anti-substance-use commercials produced by students for Lesson 9, "Media Influences on Drug Use."

Finance Development Committee

Some communities have organized a committee for the purpose of raising funds. Committee members are individuals who are well-known in the community and likely to influence others to support DARE financially. Each member approaches potential contributors on an individual basis, stressing the importance of supporting this effort to prevent adolescent substance use. Sectors commonly represented are education, law enforcement, parents, civic leaders, clergy, health professionals, service clubs, business, academia, media (electronic and print), advertising, athletics, and entertainment.

Other Promotional Strategies

Additional promotional strategies include the following:

- widespread distribution of promotional materials such as rulers, buttons, and bumper stickers
- a car or van displaying the DARE logo
- billboard messages
- public service message "runners" at movie theaters
- athletic stadium messageboard announcements
- participation in community-led drug abuse awareness days and health fairs
- presentations to local clubs, foundations, or corporate sponsors, using visual aids such as a slide show or videotape
- fundraisers sponsored by ad hoc organizations of parents and other concerned citizens
- a videotape, such as *DARE Illinois*, developed by the Illinois DARE program, which summarizes the youth drug problem, shows DARE officers in the classroom, and portrays endorsements by students and school administrators
- duplication and distribution of letters of endorsement
- a fact sheet summarizing the DARE program

In Virginia, a ceremony to promote the new DARE program was held at the capitol in Richmond, with heavy press coverage. Police and school officials from each participating community publicly demonstrated their commitment to the program by signing their written agreements. State officials, including the Secretary of Transportation and Public Safety, the Attorney General, the Superintendent of the Department of State Police, and the Department of Education's Superintendent of Public Instruction addressed drug use prevention advocates, parent-teacher organizations, law enforcement agency representatives, and the press, who gathered from throughout the state to witness this event.

Youth Activities

An important component of the DARE curriculum is helping students identify activities that are alternatives to drug use. Many DARE officers organize or become involved with community youth athletic programs, camps, clubs, and so on. This type of activity helps young people reinforce and act on what they have learned in the classroom and enhances the positive relationship they have developed with law enforcement.

Many school systems are developing peer counselor programs at the junior and senior high school level, and DARE officers are being invited to assist with this activity.

Parent Activities

The parent evenings described in Chapter 6 are an important component of the DARE program. These meetings can be used as opportunities to establish extended drug education activities for parents and for organizing a parent advisory group for the DARE program.

Performance Standards

1. A clearly written schedule for:
   - press releases, appearances before community organizations, media appearances, participation in community prevention events, and so on
   - DARE officers' activities with youth groups, such as peer leaders and athletic leagues
   - invitations to local officials to involve them in DARE culmination events
2. Copies of articles and promotional materials on file.

Chapter 10
Maintaining Skills

Continued Updated Training: Provision of Regular Inservice Training

Inservice Training

Preservice training, no matter how effective, cannot fully prepare an officer for the demands of classroom teaching and other DARE activities. Inservice training provides officers with the opportunity to review what they have been taught in light of actual experiences, including the following:

- Concrete classroom management concerns based on actual student behavior can be examined.
- Lessons that officers felt were difficult can be repeated (lesson log recordings suggested in Chapter 9 are useful for identifying these).
- New information and program updates can be provided.
- Officers can exchange innovative techniques and approaches they have conceived since their last training.

Topics taught previously can be covered in greater depth. For example, generally only an overview of the junior high curriculum is offered in the preservice training. Inservice training can more thoroughly prepare officers to present this curriculum, which many school systems will want to offer students as a follow-up in junior high.

Inservice training needs to be provided at least annually, and preferably semiannually. Convenient times are during school semester breaks or in the early summer, following the end of school.

The material covered in inservice training can be selected from issues that have been brought up at group meetings or problems that mentors have observed. Another effective method for determining training needs is a questionnaire; questions for DARE officers might include the following:

- Have you developed any training aids or instructional materials that you would like to share with other DARE officers?
- Are there any specific teaching techniques that have worked particularly well for you that you would like to share with other DARE officers?
- What instructional materials or training aids do you think are still needed?
- Are there any activities with which you need assistance?
- Have you had difficulties with students, teachers, principals, or parents that you would like to discuss?
- Did you find any particular lesson difficult to teach?
- In what areas do you think you need additional training?

Inservice training offered to Illinois DARE officers provides an example of format and content. A two-day conference for experienced DARE officers was held in August before school opened. The agenda included the following:

- A review of lessons needing clarification
- Discussion and information sharing
  - — visual aids and props
  - — "ice breakers" for initial classroom visits
  - — suggestions for enhancing difficult lesson plans
  - — tips for dealing with questions arising at parents nights and faculty meetings
- Discussion of evaluations
- Team meetings to plan future activities.

Documenting what is covered during inservice training helps to identify areas of preservice training that need strengthening and helps in planning future inservice offerings. The suggestions made during problem-solving sessions can be incorporated in resource materials for the officers.

In Massachusetts, officers asked for a discussion of how to handle difficult questions from students; the officers then decided to collect note-

worthy student questions from their question boxes for inclusion in a reference handout.

Networking

Another excellent method for helping DARE officers maintain and strengthen their effectiveness is networking—the process of communicating with others who are doing the same work in order to get new ideas, share resources, and provide mutual support. DARE officers need opportunities to meet with other officers for this purpose. Some examples of methods of networking, both formal and informal, appear below.

- Large urban programs have regular meetings for DARE officers to catch up on departmental business and to exchange experiences and concerns. These meetings may be scheduled on an administrative day, after school hours, or on payday, when all officers return to the station to pick up their checks. The meetings are facilitated by the officer who coordinates the DARE program and the education coordinator.
- Statewide programs develop regional networks that are convened by mentors or field coordinators working in each region.
- Periodic newsletters inform DARE officers about new developments and serve as a vehicle for the exchange of ideas.
- Informal networking is particularly common among officers who have been trained together and wish to exchange experiences when they return to their communities, even when they are geographically far apart. For example, in Massachusetts, officers in the western part of the state meet monthly for dinner. More common are communications among officers by mail and telephone to discuss problems and successes.

Performance Standards

Provision,* at least annually, of DARE inservice training, addressing needs identified by officers, DARE coordinators, and classroom observers.

* DARE officers in programs funded by the Bureau of Justice Assistance are required to receive inservice training from certified regional training centers.

Chapter 11
Evaluating Program Impact

The majority of new programs will not find it necessary to perform an extensive evaluation of program impact. A number of ways to document DARE program activities have been suggested in Chapter 8. In some jurisdictions, however, supervisory administrators, government officials, or funding agencies may require a rigorous evaluation, one that involves control groups (that is, groups of students who do not receive the special classes) and the collection of follow-up data for several years. Setting up such a study is complex, depending on such factors as the extent of program implementation, whether DARE's junior high curriculum has also been implemented, the presence of other anti-substance use programs, how students are assigned to schools, the schools' racial/ethnic mix, the project's record-keeping procedures, the ease of access to school-based data, and available financial resources. (A partial listing of DARE evaluations performed to date appears in Appendix D.)

Because of the complexities involved, this chapter does not review various experimental designs or data analysis strategies that might be used.[1] Unless program staff possess research and data analysis experience, assistance in conducting an evaluation should be solicited from local research professionals. If funding for such a study is limited, a social science professor at a nearby college or students working with that professor may offer to provide pro bono service.

If an evaluation is to be done, whatever its complexity or size, it is important that DARE administrators be familiar with the range of questions that the evaluation can answer and various data collection options. The information presented in this chapter is intended to help administrators understand these options and be better equipped to oversee the program evaluation.

Discussed below are two types of information that can be obtained for assessing the impact of the program on students' knowledge, attitudes, skills, and behavior: (1) student school performance data, and (2) student self-report questionnaires.

Student School Performance Data

While Project DARE does not have the objective of improving students' school performance, there is evidence that it may sometimes have that degree of impact.[2]

If school records are thorough, up-to-date, and easily accessible, several types of data might be useful for an assessment of program impact on students' general well-being:

- academic grade-point average
- conduct grades
- number of extracurricular activities
- number of days absent and tardy
- number of disciplinary actions, including detentions, suspensions, and expulsions

Student Self-Report Questionnaires

Periodic questionnaires filled out by each DARE student (and perhaps also by control group students) are the easiest and most direct way of assessing both short- and long-term impact.

Obtaining Clearance

Parents must be informed in advance that questionnaires will be administered. At the discretion of school officials, parents can be asked either to sign an approval slip or to send in notice that they object to their child's participation. As part of any study description sent to parents, measures to ensure confidentiality must be outlined.

Obtaining Valid Information

While researchers often express concern about the honesty of such self-reports, especially when they concern socially undesirable or criminal behavior such as illicit drug use, the students are likely to provide valid information when certain precautions are taken.[3]

1. The questionnaires must be set forth at an *appropriate reading level.* As needed, versions of the questionnaires in Spanish or other languages should be developed. If someone reads the questionnaires to the students, that person should not

be affiliated with Project DARE or be personally invested in the outcome of the evaluation.

2. Students must be assured that the information they provide *will be held in confidence*. They must understand that only the researchers will have access to their answers—the principal, their teacher, and the DARE instructor will not examine their questionnaires and will not be able to trace which one is theirs. Clearly, for this assurance to be meaningful, the questionnaires must be completed by an entire class at once.

One way to ensure such confidentiality is to ask students not to write their name on the questionnaire but instead to generate and record a special code number (e.g., the first letter of their first name, the last letter of their surname, and the day of the month on which they were born).*

With confidentiality ensured, students are more likely to respond to an open appeal for them to answer honestly.

3. It is also desirable to use a *cover story* about the purpose of the questionnaire, to take the focus off Project DARE. It should never be announced that the questionnaire is designed to see if the students were affected by the program. Quite often, if respondents know that the purpose of the questionnaire is to assess program impact, many will be motivated to "cooperate" by providing possibly inaccurate information that can reflect favorably on the program. One possibility is to simply tell students that the questionnaire is for a large survey of "students' attitudes and behavior."

It should be noted that, if the students complete a questionnaire both before and after the program, this repeated administration is likely to make the questionnaire's purpose more obvious, which could affect the honesty of students' self-reports. Thus, if possible, the questionnaires should be administered well before and well after the curriculum itself, to make the link less obvious.

4. If students are asked to report whether they have recently used a number of substances, an additional check on the validity of self-reports can be provided by *listing a bogus drug* among the substances.[4] Misrepresentation through the overreporting of actual drug use can be eliminated to some extent by dropping from the study those respondents who report use of that nonexistent drug.

5. *Students can be asked to report how often their best friend used each of several substances* during the time period in question. With that friend left unidentified, students may feel more comfortable reporting the information honestly. It is known, of course, that a major predictor of adolescent friendship patterns is alcohol and drug use.[5] Young people whose friends use alcohol and drugs are more likely to use those substances themselves.

6. With the *"bogus pipeline" method,*[6] researchers will often collect urine or saliva samples by which physical indicators of recent alcohol, drug, or tobacco use can be assessed. When respondents know that such measures will be taken, and the veracity of their self-report can therefore be tested, they will be motivated to provide accurate information. The "bogus pipeline," however, leads the respondents to believe that such indicators are being taken when in fact they are not. As one example, students can be asked to lick a piece of litmus paper (which will turn color from their saliva and thereby reinforce a belief that their actual alcohol and drug use can be detected) and to turn in the litmus paper with their questionnaire. Obviously, staff other than the police instructor would administer this procedure.

Providing Instructions for Teachers

A simple procedure for collecting questionnaire data is to have regular classroom teachers administer the instruments to their classes. Providing clear instructions for the teachers (or for whoever is collecting the data) is vital. Figure 11.1 shows sample instructions that outline the study procedure for the students, maintain a "cover story" for the questionnaire, protect students' confidentiality, and motivate them to complete the questionnaire within the class period.

Determining Areas of Inquiry

One of the values of using student questionnaires is that there are a number of points of information that can be inquired about, including background information, reactions to the DARE classes, self-concept, knowledge and attitudes, behavioral skills, and substance use.

* Alternatively, if other sources of information (e.g. school-based records) will be used, and it is therefore important to know who filled out each questionnaire, a cover page with a code number and space for students to write their name can be used. The cover page can then be removed, collected by the instructor, placed in an envelope, sealed, and delivered to the researchers, thus leaving students with the main questionnaire which is identified only by their code number. Students should understand that only the researchers will have access to a file that links code numbers and students' names.

Figure 11.1

INSTRUCTIONS FOR TEACHERS

The purpose of this questionnaire is to test the effectiveness of various school district programs to combat drug use.

To preserve the integrity of the evaluation, it is essential that your students *not* be told that this is the purpose of the questionnaire.

Completion of the questionnaire will take one class period. Absentees will not have an opportunity to complete this questionnaire when they return to school.

Tell the students:

1. This questionnaire is part of a large study on the attitudes and behaviors of seventh-graders.
2. The class can discuss the questionnaire's content at a later time, not today.
3. You will fill out a cover page with your name. That sheet will be removed from the questionnaire and sealed in an envelope.
4. You are not to put your name on the main part of the questionnaire. That way, no one other than the researchers will be able to look at the questionnaire and know who filled it out.
5. As your teacher, I will not look at your questionnaires at all. Your completed questionnaires will be put into a second sealed envelope.
6. Each of you should work individually and respect your classmates' privacy by not looking at others' questionnaires.
7. There are no wrong or right answers.
8. You should be honest in your answers. Remember, no one will be able to look at the questionnaire and know who filled it out.
9. You should try as hard as you can to finish by the end of class.

Questionnaire Administration

Have students fill out the cover page for the questionnaire. When they are done, have them pull off the cover page and put it aside on their desk.

Students should then begin work on the main part of the questionnaire. Again, they should not put their name on this portion.

As the students work, collect the students' cover sheets, making sure that each one has been completed. After collecting all of them, put them in one of the envelopes provided and seal it.

Tell the students that, if they get stuck on a certain question, they should go on and then return to complete unfinished items.

Emphasize how important it is for them to complete the entire questionnaire.

After students complete the questionnaires, collect them, put them in the second envelope, and seal it.

Background Information

To develop profiles of both DARE and non-DARE students, and to see DARE's impact on different types of students, students should be asked to provide basic background information about themselves, including gender, racial/ethnic background, age, parents living at home, total number of siblings and number of older siblings, and language spoken in the home. If the possible impact of program participation on students' grades and conduct is of interest, and if it is not feasible to collect that data from school records, the students can also be asked to report that information.

If the project does not keep lists of past DARE enrollees, students should be asked to indicate whether they had DARE during fifth or sixth grade for an entire semester, for only one to three classes, or not at all. To help disguise the purpose of the questionnaire, the instrument should also ask students to indicate whether they ever participated in other, fictitiously titled projects (e.g., Project SOLO, Project EAGLE).

Reactions to the DARE Classes

Students can also be asked for their written assessment of the classes. In addition to open-ended questions, a number of statements about the classes can be listed, with students asked to indicate the extent of their agreement or disagreement with each (e.g., 1 = disagree a lot, 2 = disagree a little, 3 = agree a little, 4 = agree a lot). For example:

- The classes taught me useful information.
- The classes will help me not use drugs.
- The police officer seemed to like me.

Another good way to measure student reaction to the curriculum is to ask students to agree or disagree with statements regarding what their classmates thought of DARE. For example:

- My classmates seemed excited about the class.
- Because of these classes, my classmates are unlikely to use drugs.

Self-Concept

To measure students' self-concept or self-esteem, published scales can be used[7] or a new set of measures can be developed. For example, students can be asked to use rating scales to indicate their level of agreement or disagreement with various statements related to self-esteem and independent decision making, such as these used by DeJong:[8]

- When somebody puts me down or makes fun of me, I always feel badly about myself.
- I usually don't let other kids talk me into doing something I don't want to do.
- I think for myself and make my own decisions.
- I often do things that make me proud of myself.
- Sometimes I do things I really don't want to do just so my friends will keep liking me.
- I often feel like I don't care what happens to me.

DARE participants would be expected to score higher on an overall self-esteem index form by adding the scores of individual items.

Another method of assessing self-concept is to ask the students to describe themselves: "Pretend that you have just met a new friend. You want this new friend to know some things about you. What would you tell this new friend about yourself?" Responses can then be rated for overall positiveness of self-concept and coded for specific content (e.g., child identifies self as drug-free).

Knowledge and Attitudes

Students' knowledge and attitudes toward drug use can also be measured using rating scales. The following items are examples:[9]

Peer Influences.

- Real friends don't push kids into trying drugs or alcohol.
- A true friend would never ask you to eat or drink something that wasn't really safe.
- More than half the kids my age use alcohol or drugs like marijuana.
- If your best friend offers you a drug, you have to take it.
- Kids who use drugs have more friends than those who don't.
- If you attend a party where everyone else is drinking beer and wine, that doesn't mean that you have to join in.
- If someone you like wants you to do some-

thing you think is wrong, there is no way you can say no and still be friends.

Acceptability of Drug/Alcohol Use.

- It's okay for kids to try marijuana, just to satisfy their curiosity.
- Any kid who says that drinking alcohol isn't fun is really out of it.
- There is nothing wrong with kids smoking cigarettes as long as you don't smoke too many.
- Kids who drink alcohol are more grown up than those who don't.
- It is okay for kids to drink alcohol as long as it doesn't become a habit.
- Using drugs is wrong, no matter how little you use them.

Consequences of Drug/Alcohol Use.

- Drugs bought on the street are not safe to use.
- It is perfectly safe to take medicine that a doctor has given to someone else.
- Sometimes the only way to keep from feeling sad is to get high.
- When you have a really bad headache, you can take as many aspirin as you want to make the headache go away.
- Kids who smoke cigarettes all the time find it hard to quit when they want to.
- If you're under a lot of stress, drinking alcohol or taking drugs won't really help.
- Taking drugs can help you have more fun when you're bored.

Attitudes Toward Police.

- Most police officers can be trusted.
- Police officers would rather catch you doing something wrong than try to help you.

Miscellaneous.

- If someone offers you a drug such as marijuana, you should talk to an adult about what happened.

It is also important to include additional items that ask students to predict their future use of alcohol, tobacco, or drugs (e.g., "By the time I enter high school, I will probably have tried alcohol at least once").

DARE participants should demonstrate more accurate factual information about alcohol and drugs and less accepting attitudes regarding their use; agree more often that the majority of their peers do not use these substances; express more positive attitudes toward police; and be less likely to predict their own future experimentation or use of alcohol, cigarettes, or drugs.

Behavioral Skills

Questions can also be included to assess students' willingness and ability to refuse offers of alcohol or drugs. One format used by DeJong[10] is to show students a cartoon depicting three children, with two of them putting pressure on the third to try, for example, a marijuana cigarette. Students are asked to pretend that they are the third child and that the other two are friends from school, and to write down what they would say in response to their friends' offer to them.

Another format is to ask students to imagine another child who is tempted by an offer and to ask them to write down what the child could say or do. For example, DeJong[11] asked students to imagine a boy, Bobby, who has just moved to a new neighborhood. He doesn't have any friends and feels very lonely. One of the older boys who lives across the street invites Bobby to a party, which he says will be a good way for Bobby to make new friends. But the boy tells Bobby that he can't come to the party unless he brings some of his father's beer or wine to the party. For this example, students were asked to write down what they would do if they were Bobby.

Students' responses can later be coded by type of response. For example:

- Student is willing to accept the offer.
- Student refuses the offer but does not elaborate.
- Student refuses, citing inconsistency of substance use with self-image.
- Student refuses, citing consequences.
- Student refuses, attempting to change the subject.
- Student refuses, suggesting an alternative activity.

At least two judges should be used to code the

responses. Demonstrating a high level of agreement between the judges enhances confidence in the validity of the scoring system.

In response to these types of questions, DARE participants should be expected to more often indicate refusal of the offer and to use more effective refusal strategies stressed by the prevention program.

Similar types of exercises, perhaps adapted from the DARE curriculum, could be used to assess other skills that the prevention program emphasizes: the ability to articulate a set of personal values, to make decisions that are consistent with those values, to cope constructively with stress, to talk to others about feelings and personal problems, to find alternatives to drug use.[12] Another possibility is to ask the students themselves to report how often they have used various DARE skills (e.g., stress management techniques, assertive response style, risk assessment and decision making).

There are other options for assessing skills. For example, in Illinois, evaluators videotaped students in role plays designed to show whether they could demonstrate refusal skills.[13] A panel of judges then viewed the tape, did a content analysis of the role plays, and rated students' resistance skills. Interpreting the results of such an analysis in a study that includes non-DARE children, however, must be done cautiously. Because the DARE curriculum gives students several hours of practice with a variety of role plays, the failure of a control group to demonstrate well-acted role plays might reflect lack of familiarity with DARE's teaching methods as much as its content.

Substance Use

To measure the extent of recent substance use, instruments can ask students to report how often they used various substances over a defined period of time (e.g., in the last six months; since graduation from their previous grade). Again, rating scales can be used (e.g., 1 = never, 2 = once, 3 = a few times, and 4 = many times). Substances to be listed include the following:

- beer, wine, and hard liquor (bourbon, gin, rum, vodka, whiskey)
- cigarettes and smokeless tobacco
- marijuana (grass, pot, joints)
- speed (uppers, whites) and downers (reds)
- inhalants (glue, paint, "white-out")
- PCP (angel dust)

If other substances are used heavily in a particular locality, those, too, should appear on this list. As noted before, it is helpful to include a fictitious substance (e.g., "thanatos") as a check of students' truthfulness in reporting their use of other substances.

An overall index of substance use can be formed by adding the scores for each item. Separate indices for alcohol use and for illicit drug use can also be formed. DARE participants can be expected to report significantly less frequent use of alcohol, cigarettes, and drugs.

Figure 11.2 summarizes measures and how each variable can be tabulated for analysis. A student survey questionnaire appears in Appendix G.

Notes To Chapter 11

1. See T. D. Cook and D. T. Campbell, *Quasi-Experimentation: Design and Analysis Issues for Field Settings* (Chicago: Rand McNally, 1979).

2. G. F. Nyre, *DARE Evaluation Report, 1985–1986: Project DARE (Drug Abuse Resistance Education)* (Los Angeles: Evaluation Training Institute, 1986).

3. B. A. Rouse, N. J. Kozel, and L. G. Richards, eds., *Self-Report Methods of Estimating Drug Use: Meeting Current Challenges to Validity* (Rockville, Md.: National Institute on Drug Abuse, 1985).

4. W. DeJong, "A Short-Term Evaluation of Project DARE (Drug Abuse Resistance Education): Preliminary Indications of Effectiveness," *Journal of Drug Education*, 17, no.4 (1987): 279–94.

5. D. B. Kandel, "Similarity in Real-Life Adolescent Friendship Pairs," *Journal of Personality and Social Psychology* 36 (1978): 306–12.

6. R. I. Evans et al., "Increasing the Validity of Self-Reports of Smoking Behavior in

Children," *Journal of Applied Psychology* 62 (1977): 521–23.

7. See M. Rosenberg, *Society and the Adolescent Self-Image* (Princeton, N.J.: Princeton University Press, 1965). Other dimensions, such as assertiveness, can also be measured using published paper-and-pencil questionnaires. See L. Michelson and R. Wood, "Development and Psychometric Properties of the Children's Assertive Behavior Scale," *Journal of Behavioral Assessment* 4 (1982): 3–14.

8. DeJong, *op.cit.*

9. *Ibid.*

10. *Ibid.*

11. *Ibid.*

12. M.J. Manos, K.Y. Kameoka, and J.H. Tanji, *Evaluation of Honolulu Police Department's Drug Abuse Resistance Education Project* (Manoa: Youth Development and Research Center, School of Social Work, University of Hawaii at Manoa, 1986).

13. R. Earle et al., *Evaluation of the Illinois State Police Pilot DARE Program* (Springfield, Illinois: A.H. Training and Development Systems, Incorporated, 1987).

Figure 11.2

SELF-REPORT QUESTIONNAIRE: SUMMARY OF MEASURES

*To Establish the Comparability of the DARE and Non-DARE (Control) Groups**

1. Gender	Proportions of boys and girls
2. Age	Mean (average) age
3. Siblings	Mean number of siblings
4. Language spoken at home**	Proportions of English-speaking, Spanish-speaking, and other students
5. Grades**	Mean grade-point average Proportion of students with "unsatisfactory" conduct grade

To Establish the Impact of the DARE Program

1. Self-concept	Mean score for each time (rating) Mean for sum of all items Proportion of students evidencing a positive self-concept in self-description
2. Knowledge and attitudes	Mean score of each item (rating) Mean for sum of all items
3. Predictions of future substance use	Mean score for each item (rating) Mean for sum of all items
4. Refusal strategies	Proportion of students indicating acceptance of imagined offers Proportion of students using each type of refusal strategy
5. Substance use	Mean score for each item (rating) Mean score for • sum of all items • sum of alcohol items • sum of illicit drug items Proportion of students using each substance who report using it more than once.

*These measures can also be used as factors in analysis of variance or as covariates in multiple regression analyses.

**These data can be provided by school administrators.

From W. DeJong, "A Short-Term Evaluation of Project DARE (Drug Abuse Resistance Education): Preliminary Indications of Effectiveness," *Journal of Drug Education* 17, no.4 (1987): 279–94.

Chapter 12
Moving Beyond the First Year

The first year of implementation is over. The DARE officers are now seasoned instructors. The schools have received DARE enthusiastically. What happens next?

Implementing DARE is a complex process. Much has been accomplished. Now, at the end of the first year, it will be useful to take stock of what has been done and what needs to be done to make the program even better.

Use of the performance standards has helped track completion of tasks throughout the past year. This chapter presents questions to stimulate thinking about ways to maintain, improve, and expand the DARE program.

Planning for the Year Ahead

Joint Planning

The community task force that was instrumental in the initial planning and establishment of DARE can continue to be a forum for agencies and individuals supporting DARE. First, using monitoring and evaluation findings, members can review the program's progress and impact, and develop ways to strengthen the program. Second, they need to identify sources of additional funding and in-kind contributions and ways to promote community support. To prepare for these activities, the task force needs to think about its membership and operation.

- Who are the active task force participants? Have you acknowledged their contributions?
  - — Have you kept them informed about program progress?
  - — Who has not participated actively? Have you asked about their interest in continuing to serve?
  - — What new organizations or agencies should be represented?
- What objectives has the program accomplished?
  - — What are the task force objectives for the coming year?
  - — What special priorities should the task force address?
  - — How will each objective be accomplished?
  - — Who will be responsible for each objective?
- Have you asked members when, where, and for how long they should meet?
  - — What meeting formats have worked? Which should be avoided?
  - — What new agenda items do members recommend?

Structured Planning

Most DARE programs do not reach their full potential during the first year of operation. If all schools and all grade levels from kindergarten through junior high have not been reached, administrators will need to ask the following questions:

- How many schools, classes, and students have been reached by the program?
- Will funding be adequate to sustain the current level of effort?
- Should the program be expanded? How?
  - — Add schools? Add elementary exit classes? How many students will this represent?
  - — Conduct additional visitation lessons for classes below the elementary exit grades? In how many schools and how many classes? How many students?
  - — Extend the program to junior high? How many schools? How many students?
- Considering the responses to the previous questions, what additional resources will be needed—instructors, workbooks, films, and so forth? The DARE budget-planning guide (Figure 12.1) will be helpful for summarizing projected costs of DARE program expansion.
- How will additional funding be generated?

Written Agreement

The written agreement confirmed the education/law enforcement partnership and defined roles and responsibilities. In preparing for the second year, the participating agencies may want to review its content.

- Based upon the past year's experience, what, if any, revisions will you need to make?
- How will roles and responsibilities change?

Figure 12.1

DARE BUDGET-PLANNING GUIDE

	Year 1	Cost	Year 2	Cost	Year 3	Cost
Elementary Schools	# schools # students	X	# schools # students	X	# schools # students	X
Personnel required 10 schools/officer	# administrators # mentors # officers	$ $ $	# administrators # mentors # officers	$ $ $	# administrators # mentors # officers	$ $ $
Materials required	# workbooks # films # certificates other:	$ $ $	# workbooks # films # certificates other:	$ $ $	# workbooks # films # certificates other:	$ $ $
Cost		$		$		$
Junior high schools	No activity	X	# schools # classes # students	X	# schools # classes # students	X
Personnel required 4 classes/day/officer		X	# administrator(s) # mentors # officers	$ $ $	# administrator(s) # mentors # officers	$ $ $
Material required		X	# workbooks # films # certificates other:	$ $ $	# workbooks # films # certificates other:	$ $ $
Cost		X		$		$
Total annual cost		$		$		$

Officer Recruitment and Selection

Program expansion, departmental transfers, and resignations are likely to make necessary the recruitment and selection of additional officers. This is the time to review how well the recruitment and selection process functioned the previous year.

- Did you succeed in recruiting enough qualified volunteers? What worked well? What are the barriers, if any, and how can they be overcome?
- How effective was the selection process?
  - — Do selection criteria need to be changed?
  - — Will there be changes in the review panel?
  - — Are any other changes needed to improve the selection process?

Preparation of School Personnel and Parents

Now that the program has been in place for at least a semester, many school personnel and parents are likely to be aware of DARE. While this awareness will diminish the need for orientation, staff turnover and the involvement of new schools will require the repetition of orientation. Moreover, a refresher session at the beginning of the school year will renew enthusiasm for the program's presence in the veteran schools.

- How many new schools will you need to orient? What schools currently offering DARE will need orientation due to staff turnover?
- What new or additional resources (e.g., handouts, speakers) do you need to develop for school orientations? Who will conduct the orientations?
- In what ways have school personnel been supportive (in the classroom, parent education evenings, culmination exercises, etc.)?
  - — What suggestions do teachers have for supplementary classroom activities?
  - — Are there other ways school personnel can help to strengthen the program?
  - — How can these ideas be packaged and shared at faculty inservice sessions?
- How can you make culmination exercises even more exciting?
- How well has the student referral process functioned?
  - — Have resources for student reported drug problems been adequate?
  - — What modifications are needed?
- How are parents involved in the DARE program?
  - — How do parents feel about the DARE program?
  - — How are parents reinforcing DARE classroom learning?
  - — How is the DARE program helping parents to develop a better understanding of adolescent substance use and to improve communication with their children?
  - — Does attendance at parent education evenings need to be improved? How? Does the parent education agenda need to be changed? What guest speakers should be invited to the meetings? What additional resources (films, handouts, etc.) are needed for parent education evenings?
  - — What additional activities for parents might be planned?

Program Assessment

Record-keeping, classroom observation, appraisal forms, and program evaluation will identify program successes and areas needing improvement. Equally important, the process for gathering data and examining findings will need to be reviewed. Most important, what has been learned needs to be translated into action.

- What have you learned from program monitoring and appraisal?
  - — What data have been most useful?
  - — What are program strengths?
  - — How can the program be improved?
- How well has the assessment process worked?
  - — Have officers received adequate supervision and feedback?
  - — Who has been responsible for monitoring?
  - — How does the classroom observation process need to be changed?
  - — In what ways do the criteria for classroom observation need to be changed?
  - — Do forms (for record-keeping, appraisal, etc.) need to be modified to simplify the collection of data?
- How will you disseminate the results of surveys, appraisals, and evaluations?

Community Outreach

The need for community support never diminishes.

- How has DARE been received by the community?
  - — How can DARE visibility be increased?
  - — What audiences have been most responsive?
  - — What audiences need to be targeted during the coming year?
- How will you increase DARE visibility?

— How will you increase media coverage?
— Who will be responsible?

- What community activities are planned for the coming year?
  — What innovative approaches will be used to involve youth?
  — What innovative approaches will be used to involve parents?

Officer Support

As do any professionals, officers need the support of their supervisors and their peers. This support provides officers with opportunities to sharpen their skills and share the joys and frustrations of being a DARE officer.

- Has attendance at officer meetings and inservice training been regular? Have you asked officers if the timing and location of meetings and training are convenient?
- Do officers feel they are receiving adequate support?
  — What do they consider most helpful?
  — How can they be better supported?
- What are inservice training needs for the coming year? What did trainers learn from recent inservice training that will be applicable for next year (e.g., examples of officers' activities that will help others, skills needing strengthening)?

Conclusion

Project DARE is a relatively new approach to substance use prevention education. In just a few years the program has been enthusiastically adopted by hundreds of communities as one important way to eliminate substance use among school children. This manual reflects much of what has been learned to date about implementing DARE. Much still remains to be learned. We encourage you to establish contact with other programs to benefit from their experiences. As your program evolves, we hope you will share with others methods that have worked for you.

Appendix A
Sources Of Further Information

Bureau of Justice Assistance/DARE Program Manager
Dorothy Everett
Bureau of Justice Assistance
U.S. Department of Justice
633 Indiana Avenue, N.W.
Washington, DC 20531
(202) 272-4604

Los Angeles Police Department/DARE Coordinator
Lieutenant Rodger Coombs
Los Angeles Police Department
Juvenile Division—DARE
150 North Los Angeles Street
Los Angeles, CA 90012
(213) 485-4856

State-Coordinated DARE Programs
Lieutenant Wayne Garrett
Project DARE
Virginia State Police Department
Box 27472
Richmond, VA 23261-7472
(804) 323-2059

Lieutenant Robert Hulme
Chief, Academy Operations
State Police Training Academy
2700 East Lake Shore Drive
Springfield, IL 62707
(217) 786-6902

Eva Marx
Project DARE
Education Development Center, Inc.
55 Chapel Street
Newton, MA 02160
(617) 969-7100

Captain John Pope
Project DARE Coordinator
3110 North 19th Avenue, Suite 290
Phoenix, AZ 85015
(602) 223-2544

City DARE Programs
Sergeant Daniel Boyle
Project DARE
Syracuse Police Department
511 South State Street
Syracuse, NY 13202
(315) 425-6169

Major Steven Roberts
Project DARE
Portland Police Department
109 Middle Street
Portland, ME 04101
(207) 775-6361

Detective Robert Tinker
Project DARE
Boston Police Academy
85 Williams Avenue
Hyde Park, MA 02136
(617) 247-4410/247-4625

Sergeant Mary Tumlin
Project DARE
Huntsville Police Department
P.O. Box 2085
Huntsville, AL 35801
(205) 532-7254

Appendix B
Publications

DeJong, W. "A Short-term Evaluation of Project DARE (Drug Abuse Resistance Education): Preliminary Indications of Effectiveness." *Journal of Drug Education* 17, no.4, (1987):279–94.

Arresting the Demand for Drugs: Police and School Partnerships to Prevent Drug Abuse. Washington, D.C.: National Institute of Justice, 1987.

"Project DARE: Teaching Kids to Say No to Drugs and Alcohol." *NIJ Reports*, March 1986, 2–5.

Gates, Daryl F. "Educators + Police = DARE." *NJASA Perspective* no.4 (spring 1987):7.

"Drug Abuse Resistance Education." *The Police Chief,* October 1986.

"LAPD's Project DARE." *School Safety*, spring 1986, 26–27.

"DARE Program." *California Fraternal Order of Police Journal* 6, no.2 (spring 1985):47–53.

Marx, E., and W. DeJong. *An Invitation to Project DARE: Drug Abuse Resistance Education.* Washington, D.C.: Bureau of Justice Assistance, 1987.

U.S. Department of Education. *What Works: Schools Without Drugs.* Washington, D.C.: U.S. Department of Education, 1986.

Describes model approaches to drug abuse prevention, including DARE, and contains an extensive list of publications. Available free of charge by calling (800) 624–0100 or writing Schools Without Drug, Pueblo, CO 81009.

For additional literature regarding substance abuse prevention education, contact also:

Office of Substance Abuse Prevention
U.S. Department of Health and Human Services
Parklawn Building
5600 Fishers Lane
Rockville, MD 20852
(301) 443–0365

Appendix C
State-Coordinated Programs

Several states, including Arizona, Illinois, Massachusetts, North Carolina, and Virginia, have chosen to coordinate DARE program development and oversight at the state level. With the exception of Massachusetts, the process has been led by a bureau within the state police. Because local ownership is essential within a state-coordinated approach, cities and towns selected to be in a state-coordinated program still follow the development process described in this manual. This appendix describes how states have developed statewide systems. Figure C.1 displays a sequence of development for a typical state-level program.

Advantages of State Coordination

Coordination at the state level has several advantages:

- Endorsement at the state level gives greater credibility to program promotion efforts.
- Program promotion efforts reach a wider audience.
- Programs have a unified voice to promote public support.
- Program implementation is likely to be more consistent and less costly. For example, training, technical assistance, and monitoring are managed by a single entity, and supplies can be purchased in quantity.
- Officers from within the state are trained together and establish networks for ongoing peer support and information sharing.

Establishment of a Statewide Law Enforcement/Education Collaboration

Implementing DARE at the state level requires the collaboration of state education and law enforcement agencies. Where the state law enforcement agency (usually the state police) assumes the role of organizer and coordinator, it should not proceed without involving state education administrators in the planning process.

- In Illinois, state police personnel invited state prevention education specialists to accompany them to Los Angeles to visit the Los Angeles Police Department and the Los Angeles Unified School District. Following this trip, the Illinois governor's declaration of a drug prevention initiative gave the program the endorsement it needed to proceed full steam. The specialists continue to consult and support project activities. In addition, an education consultant participates daily in the planning and coordination of the program.
- In Arizona, the Director of Public Safety obtained the cooperation of the Superintendent of the Department of Education, who then assigned the School Improvement Unit to work with the state police.
- In Virginia, the Director of the Bureau of Criminal Investigation of the state police met with the Superintendent of Public Instruction to request support for the DARE program. The Department of Public Instruction agreed to coordinate program promotion with school districts, review the curriculum, and, in cooperation with the Los Angeles Police Department, develop and provide DARE officer training.

Formulation of a State-Level Agreement

State agencies may confirm their partnership by entering into a written agreement. Figure C.2, Virginia State Agency Agreement, provides an example.

Establishment of a Statewide Board

A statewide board representing agencies and organizations that are supportive of DARE's objectives ensures that the program represents a wide range of expertise, accommodates competing points of view, remains responsive to the needs of its constituency, and continues as a permanent component of state prevention activities. This body may either be advisory or have a policymaking authority. It may set standards and policies as well as promote DARE through public relations and fund-raising activities. Board membership usually includes representatives of state law enforcement, education, and health agencies; various associations, including those representing law enforcement personnel,

Figure C.1

DEVELOPMENT SEQUENCE FOR STATE-LEVEL PROGRAMS

Month 1	A state law enforcement official hears about DARE and assigns a staff member to research the program and discuss its feasibility with the Department of Education.
Month 2	Law enforcement and education staff report their findings to respective administrators, hold a meeting of all state-level agencies concerned with substance use prevention education, and propose a visit to an existing program. Representatives of law enforcement and education agencies observe the program.
Months 3–4	Program observers report to decision makers. Agencies agree on roles and agree to seek funding for a pilot program. A statewide board is recruited. Staff develop an implementation plan and submit a grant proposal. Program coordinators are appointed.
Month 6	Funding is granted. An advisory board meeting is held. Guidelines and criteria for officer selection are developed, a curriculum review committee is recruited, and an evaluator is identified.
Months 7–9	The community recruitment process begins—meetings, media contacts, and mailings. Technical assistance is provided to the community planning process (see Chapter 2). The curriculum review committee makes recommendations.
Month 10	Pilot communities are selected. State coordinators confirm that agremeents have been signed. A needs assessment is completed by aggregating community data—number of officers to be trained, number of students targeted. Curricula, films, and other materials are designed and ordered.
Month 11	Officers are selected.
Month 12	Officers are trained and a plan for classroom observation is developed.
Months 12–13	Community orientations are conducted and technical assistance is provided to community schools and law enforcement officers, as needed.
Month 14	DARE start-up takes place in the schools.
Month 17	A DARE officer reunion is held.
Month 19	The repeat cycle starts.
Month 23	Inservice training is held for community DARE officers.

Figure C.2

VIRGINIA STATE AGENCY AGREEMENT

This agreement is made this ____ day of _____, 19____, between the DARE (Drug Abuse Resistance Education) Board of Directors and the _____ Department.

The number of drug users has been on the increase, and illegal drug use is beginning at an earlier age. Therefore, in order to successfully combat this younger-age use, it is essential that the young, elementary school-age child be properly educated in the negative aspects of substance abuse. These children also need to be educated in effectively dealing with peer pressures.

To accomplish the above, the Virginia Department of Education agrees to provide (1) 80–120 hours of training in the DARE program and classroom instructional methods, (2) training films, slide presentations, and student handouts, (3) Program Coordinators, and (4) curriculum.

Furthermore, the _____ Department agrees to provide (1) _____ sworn uniformed police officer(s), to be committed full-time to the DARE program from August 19____ through June 19____, (school year), (2) officers' salaries, (3) automobiles, and (4) all uniforms and related police attire.

To ensure continuity of the program on a statewide basis, the _____ Department agrees that initial selection of personnel shall be the responsibility of local education and law enforcement representatives. Final approval of personnel, program coordination, management of the curriculum, and other matters related to the DARE program shall be the responsibility of the Board of Directors and Program Coordinators.

The Board reserves the right to recommend to the local authorities the removal of personnel when such action is necessary to ensure the standards of the DARE program.

For the Department of Education

By: _____ Title _____ Date _____

For the Department of Criminal Justice Services

By: _____ Title _____ Date _____

For the Department of State Police

By: _____ Title _____ Date _____

For the Virginia Association of Chiefs of Police

By: _____ Title _____ Date _____

For the Virginia Sheriff's Association

By: _____ Title _____ Date _____

For the _____ Department

By: _____ Title _____ Date _____

education administrators, teachers, and parents; corporations; and service clubs.

- Virginia established a board of directors with representatives of the Departments of State Police, Education, and Criminal Justice Services, and the presidents of the State Sheriffs' Association and the Association of Chiefs of Police. North Carolina's board of directors includes representatives of the State Bureau of Investigation, the Department of Public Instruction, the Association of Chiefs of Police, the State Teachers Association, and a concerned parent. These boards set policy and approve DARE instructor candidates.
- The Massachusetts Advisory Board consists of representatives of the Departments of Public Safety, Education, and Public Health; the Governor's Alliance Against Drugs (an umbrella organization overseeing all the state's prevention activities); regional prevention centers (which provide technical assistance and training for substance abuse prevention education to local schools); the Sheriffs' Association; the Association of Police Chiefs; the Association of School Superintendents; a corporation; and a service organization.

  The board, which meets quarterly, is advisory; its participants offer the expertise and perspectives of the special interests they represent, serve as liaisons to the agencies, and ensure that their organizations are informed regarding DARE activities. Several board members assisted with DARE officer training and have consulted with the project director on specific aspects of implementation.
- Arizona plans to establish a board of directors, or "users' committee," that will include representatives of education and law enforcement agencies from local communities served by DARE. Members will be elected to staggered terms by DARE participants in each of the program's regions.

Administrative Structure

Although there is considerable variation among states in administrative structure, primary jurisdiction for statewide DARE programs is typically within a law enforcement agency such as the state police. The state law enforcement agency assumes multiple roles—organizer, coordinator, trainer, mentor, and monitor.

- In Illinois, the Chief of the Strategic Development Bureau, Division of Administration, State Police, is responsible for policy. Day-to-day activities are overseen by the Assistant Bureau Chief assigned to DARE. Reporting to the Assistant Bureau Chief are the Director of Policy Development and Evaluation, who develops materials for program implementation and monitors DARE activities, and the Field Director, who directs the activities of 11 field coordinators. The field coordinators are state police officers who are trained DARE instructors. They observe community DARE instructors, provide officer training, and offer technical assistance. An educational consultant serves as liaison to the educational community, participates in the planning and delivery of training, and will assist with the recruitment of a statewide advisory committee. DARE officer training is offered at the State Police Training Academy under the direction of the academy and is provided by DARE field coordinators and education specialists. (See Figure C.3, which presents the organizational chart for DARE in Illinois).
- The Virginia DARE program is under the direction of a board of directors that represents state law enforcement and education agencies. Officers in the State Police Narcotics Unit are responsible for statewide coordination of the program. Field coordinators from the state police oversee community programs and provide technical assistance. The Department of Education is responsible for curriculum development and for training law enforcement officers to teach DARE.

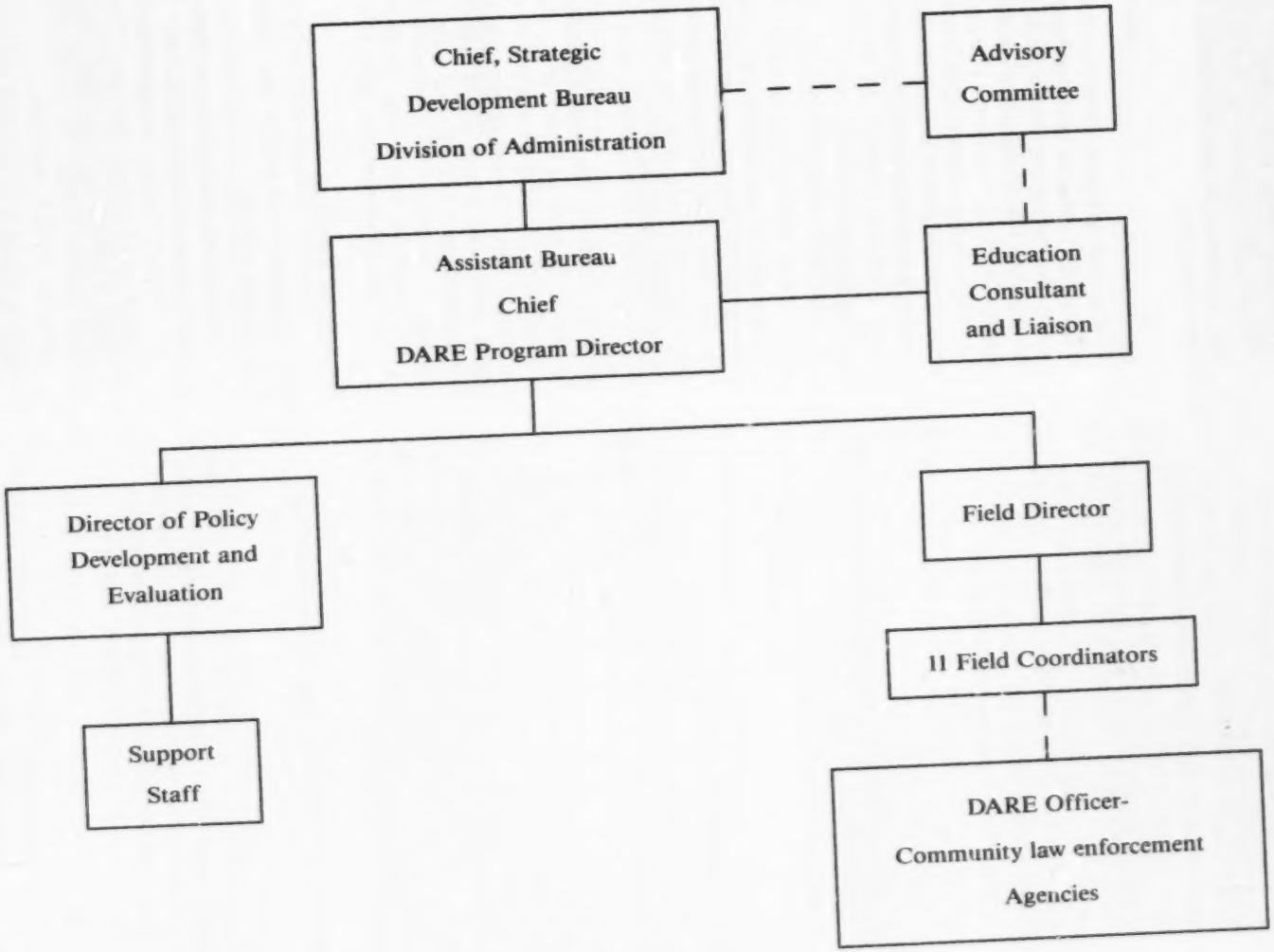
Examples of other organizational options for providing field coordination are:

- In Arizona, DARE officers from city and county law enforcement departments are recruited by the state program to be field coordinators. These field coordinators then assist the state project director as DARE trainers and as liaisons to other DARE programs in their respective regions.
- In North Carolina, both the Department of Education and the State Bureau of Investigation have assigned regional coordinators to provide technical assistance and monitor DARE activities.

At times, trained state police officers also serve as classroom instructors. When communities are small or do not have the resources to provide a DARE officer, a state police officer may, at the invitation of the school and police departments,

Figure C.3

ILLINOIS STATE POLICE
DARE ORGANIZATIONAL CHART



teach DARE. The state police officer may substitute when the regular DARE instructor is ill or is otherwise unable to teach. Alternatively, the state police may loan an officer to a local department for law enforcement functions while the DARE officer teaches.

Scope of the Program

States need to decide how many communities to reach during the first year of operation. Existing statewide programs initially proposed to pilot DARE in selected communities, typically 15. The number of programs piloted was based upon administrative capacity and finances. Piloting provides the opportunity to:

- learn how to present the program
- test program administration and make necessary adaptations
- demonstrate the program's effectiveness and feasibility
- promote the program for future expansion.

Development of a Budget

Costs will depend upon administrative structure, staffing, and which services are provided by participating communities (e.g., training officers, providing student workbooks and classroom films, offering inservice training). Each participating community is required to submit a written agreement (see Chapter 2) that indicates the number of officers committed to the program, the number of schools and classrooms targeted, and the estimated number of children to be reached. This information will provide data for estimating costs of services to the communities.

Resources required may include the following:

Personnel
Staffing will require a state coordinator, a director of field operations, mentors or field coordinators based upon the number of communities served, and a training coordinator (if the state provides training). Each will require clerical support.

Travel
Program administrators from the law enforcement and education agencies need to observe operations and training at an existing statewide program site. Cost will depend upon distance, length of stay, and number of individuals attending.

Program Supplies
All state programs provide curricula to DARE instructors. Some also supply student workbooks, films, student diplomas, and promotional materials such as brochures, bumper stickers, and pins, depending upon the availability of funds at the state level, either from public or private sources. Where state programs do not provide these materials, communities are responsible for obtaining these resources.

Equipment
Needs depend upon the level of services provided. Film, slide, and overhead projectors and VCRs are needed for community education and, if provided, for training. Many agencies already have this equipment; others purchase new equipment specifically for this program. Some states use videotape cameras to review lesson presentations, either during training or while monitoring classroom activities.

Transportation
Coordinating a statewide program requires considerable travel among communities. Some use state vehicles; others use personally owned vehicles with mileage reimbursement. Cost will depend upon type and frequency of contact with communities, the size of the state, and the number and distribution of field coordinators.

Training Costs (If the State Provides Training)
Specialists in various topics (e.g., classroom management or child development) may require consultant fees. Classroom materials such as paper, pens, and poster board must be supplied. Some states cover the costs of trainees' meals and lodging.

Sources of Funding

State programs have sought and obtained funding from diverse sources.

- The Virginia State Police submitted a grant application to the Virginia State Department of Criminal Justice Services for funds to bring DARE to 15 school districts. They later established a special trust account, separate from their regular budget, to accept private donations for DARE activities.
- Illinois applied to the Bureau of Justice Assistance for funding to send officers to Los Angeles for training. Major funding for implementation in Illinois was obtained from the governor's discretionary portion of the

U.S. Department of Education Drug-Free School monies.

- North Carolina obtained funding from a private state foundation.

Suggested funding sources and strategies for state programs are the same as those described for community programs in Chapter 2.

Curriculum Review

Educators are likely to want to review the curriculum before introducing it into schools throughout the state. They will be interested in the curriculum's appropriateness for the age level it addresses, how it meets the state's learning objectives, minor modifications needed to adapt the curriculum to the unique characteristics of the state, and how the curriculum fits into existing education strategies. Changes, if any, must be minimal; generally they address regional language differences or the reordering of lessons (see Chapter 5 for examples of typical adaptations).

- In Virginia the Superintendent of Instruction of the Board of Education and his staff reviewed the curriculum.
- In Massachusetts a committee of health educators from pilot communities throughout the state reviewed the DARE curriculum and met to discuss modifications.

Community Recruitment

Strategies for Community Recruitment
State law enforcement and education personnel have used the following approaches to recruit communities:

- Recruitment through existing statewide associations.
  1. Speak at meetings of statewide organizations, such as associations for police chiefs, sheriffs, health educators, or school superintendents.
  2. Solicit volunteer communities by distributing fact sheets with tear-off application forms.
  3. Contact the person filling in the application by letter or telephone, describing the requirements for and the process of becoming a DARE community.
  4. If the applicant is a police chief, ask the state board of education to send a letter to that community's school superintendent. If the applicant is an educator, ask for a letter to be sent to the police chief from the state's public safety agency.
  5. Schedule meetings in the volunteering communities. Suggest that the applicant form a community task force and follow the process described in Chapter 1 to learn about the program.
  6. Meet with each community task force. A typical agenda for these meetings includes an overview of DARE, the showing of a DARE videotape, a description of what the state program provides (training, curriculum, monitoring, etc.), and a discussion of what the community must do (sign an agreement, assign officers, schedule class time, etc.).
  7. Give a deadline for submission of a community agreement. Follow up the meeting with an offer to provide technical assistance to address any barriers to getting a signed agreement.
- Recruitment by regional meetings.
  1. Invite education and law enforcement personnel, government officials, and community representatives to regional meetings to learn about DARE.
  2. Follow the agenda in Step 6, above, for community meetings. Describe the DARE community organization process. Offer to meet with community task forces. Some states require interested communities to submit proposals describing why they want DARE and indicating the resources they are willing to commit to the program.
  3. Meet with community task forces and assist with the agreement-signing process, if necessary, as described above.
- Recruiting preselected communities.
  1. Determine through advisory board members which communities meet the pilot selection criteria agreed upon by the board (see next section).
  2. Contact the chief of police and the superintendent of schools in those communities to arrange an informational meeting. Suggest that the mayor, city manager, school committee, health educators, elementary curriculum coordinators, elementary principals, juvenile officers, health safety offic-

ers, community drug prevention task force members, representatives of service organizations and parent groups, and other concerned citizens be invited. Follow the agenda for community meetings (see step 6 above).

3. If communities show interest, provide technical assistance as needed to form a task force, develop a plan, and complete a written agreement.

Criteria for Community Selection

Criteria for community selection may include the following:

- *A preexisting working relationship between law enforcement and education agencies.* In this way, the pilot effort focuses on developing experience with DARE implementation and assessing the effectiveness of the DARE curriculum, not on reconciling law enforcement/education differences.
- *Geographic distribution.* This factor provides a wider audience for a pilot, gives the opportunity to observe regional differences, and develops a broader base of political support.
- *Population size.* Planners may select large communities to have great initial impact or they may select sites of diverse sizes to observe differences in implementation issues.
- *Economic and ethnic diversity.* This criterion will give the program experience with different population characteristics.
- *Need.* Some communities have a greater apparent adolescent substance use problem.
- *Degree of interest.* This factor is based upon the willingness of communities to commit the resources required to implement DARE, as may be determined through proposals submitted.

Appendix D
DARE Evaluations

Aniskiewicz, Richard E., and Earl E. Wysong. *Project DARE Evaluation Report: Kokomo Schools.* Kokomo: Indiana University: Spring 1987.

Clayton, Richard. *Evaluation of DARE Project, Lexington-Fayette County, Kentucky.* Lexington: University of Kentucky, 1987.

DeJong, William. "A Short-term Evaluation of Project DARE (Drug Abuse Resistance Education): Preliminary Indications of Effectiveness" *Journal of Drug Education*, 17, no.4 (1987): 279–94.

Earle, Ralph B. Jr., Jackie Garner, and Nancy Phillips. *Evaluation of Illinois State Police DARE Pilot Program.* Springfield, Ill.: A.H. Training and Development Systems, Inc., June 1987.

Manos, Michael J., Keith Y. Kameoka, and Joyce H. Tanji. *Evaluation of Honolulu Police Department's Drug Abuse Resistance Education Project.* Report 329. Manoa: University of Hawaii at Manoa, July 1986.

Nyre, G. F. *An Evaluation of Project DARE.* Los Angeles, Calif.: Evaluation and Training Institute, 1984.

Final Evaluation Report, 1984–1985: Project DARE. Los Angeles, Calif.: Evaluation and Training Institute, 1985.

DARE Evaluation Report, 1985–1986: Project DARE. Los Angeles, Calif.: Evaluation and Training Institute, 1986.

Project DARE Evaluation. Pittsburgh, Pa.: Pittsburgh Police Department, Spring 1987.

Wulf, Kathleen M. *A Study of the Implementation of the DARE Program in Law Enforcement Agencies in the United States.* Los Angeles, Calif.: University of Southern California, for the Los Angeles Crime Prevention Council, June 1987.

Appendix E
Resources

General Resources

DARE America. P.O. Box 2090, Los Angeles, CA 90051–0090; telephone (800) 223–DARE. Contact person: Jerry Scott.

DARE Illinois. Videotape with excerpts of officers in the classroom and statements by educators and students. Both 11- and 19-minute versions can be obtained by sending a blank tape to Laura Ewing, State Police Training Academy, 3700 East Lake Shore Drive, Springfield, IL 62707.

Comparison of Virginia State Education and DARE Learning Objectives. Available from Harold D. Lakey, Supervisor, Health and Physical Education, Department of Education, Box 6Q, Richmond, VA 23216; telephone (804) 225–2671.

DARE Instructional Publications

Can be obtained from Instructional Publications, Los Angeles Unified School District, Room G390, 450 North Grand Avenue, Los Angeles, CA 90012.

DARE Officer's Guide. (DARE Curriculum) Available only to trained DARE officers, $29.20.

DARE Student Workbook, Grades 5–6. (also available in Spanish), $.50.

DARE Student Workbook, Grades 7–9. $.75.

Protecting Our Children. Cards accompanying K–2 curriculum, (stock number EC461), $6.75 per set.

Films

Drugs and Your Amazing Mind. Alfred Higgins Productions, Inc., 9100 Sunset Boulevard, Los Angeles, CA 90069; telephone (213) 272–6500, $345.

Sons and Daughters—Drugs and Booze. Gerald T. Rogers Productions, Inc., 5225 Old Orchard Road #23, Skokie, IL 60077, telephone (312) 967–8080, $525. VCR Spanish video also available, $485.

Sports Suite. (optional; sometimes used with Lesson 11, "Alternatives to Drug Use"). 16mm. Pyramid Films, 2801 Colorado Boulevard, Box 1048, Santa Monica, CA 90406, telephone (213) 828–7577.

Appendix F
1988 DARE Training Sites

Los Angeles Police Department
Project DARE
150 N. Los Angeles Street
Los Angeles, CA 90012
(213) 485-4856
Contact person: Lt. Rodger Coombs

Arizona Department of Public Safety
3110 N. 19th Avenue, Suite 290
Phoenix, AZ 85015
(602) 223-2545
Contact person: Capt. John Pope

Illinois State Police
201 East Adams, Suite 300
Springfield, IL 62701
(217) 524-5892
Contact person: Terry James

Fort Wayne Police Department
One Main Street
Fort Wayne, IN 46802
(219) 427-1240
Contact person: Capt. Kenneth Van Ryn

Kentucky State Police
Kentucky State Police Academy
919 Versailles Road
Frankfort, KY 40601
(502) 695-6372
Contact person: Trooper Rickerson

Lexington-Fayette Urban County Police
134 East Main Street
Lexington, KY 40507
(606) 258-3600
Contact person: Sgt. Greg Howard

Portland Police Department
109 Middle Street
Portland, ME 04101
(207) 775-6361
Contact person: Officer Karl Geib

Meridian Police Dept.
2415 6th Street
Meridian, MS 39302
(601) 485-1885
Contact person: Asst. Chief William Sollie

North Carolina State
Bureau of Investigation
3320 Old Garner Road
Raleigh, NC 27626
(919) 469-5707
Contact person: Special Agt. Lee Guthrie

Syracuse Police Department
511 South State Street
Syracuse, NY 13208
(315) 425-6135
(315) 425-6631
Contact person: Sgt. Boyle or Investigator Larry Bonnani

Tulsa Police Department
600 Civic Center
Tulsa, OK 74102
(918) 745-6269
(918) 588-9337
Contact person: Sgt. Lester or Officer Ken Suttley

Virginia State Police
P.O. Box 978
Salem, VA 24153
(703) 380-2015
Contact person: Asst. Sp. Agt. in Charge Wayne James Oyler

Washington State Criminal Justice Training Commission
Mail Stop PW-11
Olympia, WA 98504
(206) 459-6342
Contact person: Asst. Dir. Garry Wegner

Appendix G

STUDENT OPINION SURVEY QUESTIONNAIRE

Study Number: __ __ __ __

STUDY OPINION SURVEY 1986

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1. Are you a BOY or a GIRL?

   Please put a checkmark ( ) next to the correct answer.

   _____ A boy (1) CARD 1/<9>

   _____ A girl (2)

2. How old are you? # __ __ years. <10-11>

3. On what day were you BORN? Give the MONTH, DAY, and YEAR

   Examples: December 19, 1973; August 15, 1974.

---

4. How many BROTHERS and SISTERS do you have? __ __ <12-13>

5. How many of those brothers and sisters are OLDER than you? __ __ <14-15>

PLEASE GO ON TO NEXT PAGE

For each sentence below, CIRCLE the number that best matches your answer.

Look at this example:

	Disagree a lot	Disagree a little	Agree a little	Agree a lot
I like my school.	1	2	3	4

Do you agree or disagree with that sentence?

- If you disagree a lot, then you would CIRCLE number 1.
- If you disagree a little, then you would CIRCLE number 2.
- If you agree a little, then you would CIRCLE number 3.
- If you agree a lot, then you would CIRCLE number 4.

	Disagree a lot	Disagree a little	Agree a little	Agree a lot
I feel good about myself. <16>	1	2	3	4
When somebody puts me down or makes fun of me, I always feel badly about myself. <17>	1	2	3	4
I usually don't let other kids talk me into doing something I don't want to do. <18>	1	2	3	4
I am an important member of my family. <19>	1	2	3	4
I think for myself and make my own decisions. <20>	1	2	3	4
I often do things that make me proud of myself. <21>	1	2	3	4
Sometimes I do things I don't really want to do just so my friends will keep liking me.	1	2	3	4
Without my friends, I would feel like a nobody. <23>	1	2	3	4

PLEASE GO ON TO NEXT PAGE

READ the cartoon.

Pretend that YOU are the kid in the DARK sweatshirt and that the other two kids are your friends from school.

Imagine that what is shown in the cartoon really happened.

Now, in the space below, WRITE DOWN WHAT YOU WOULD SAY TO ANSWER WHAT YOUR FRIENDS HAVE SAID.

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READ the cartoon.

Pretend that YOU are the kid in the DARK sweatshirt and that the other two kids are your friends from school.

Imagine that what is shown in the cartoon really happened.

Now, in the space below, WRITE DOWN WHAT YOU WOULD SAY TO ANSWER WHAT YOUR FRIENDS HAVE SAID.

A boy your age named Bobby just moved to a new neighborhood. He doesn't have any friends and feels very lonely.

One of the older boys who lives across the street invites Bobby to a party. He says this will be a good way for Bobby to make new friends.

The boy tells Bobby that he can't come to the party unless he brings some of his father's beer or wine to the party.

IF YOU WERE BOBBY, WHAT WOULD YOU DO?

Write your answer below:

PLEASE GO ON TO NEXT PAGE

Please CIRCLE one number to tell us how many times you have done each of the following things since you graduated from Grade 6.

Look at this example:

	Never	Once	A few times	A lot of times
Gone to a video arcade.	1	2	3	4

How often have you gone to a video arcade since you graduated from Grade 6.

- If you have never gone, then you would CIRCLE number 1.
- If you have gone once, then you would CIRCLE number 2.
- If you have gone a few times, then you would CIRCLE number 3.
- If you have gone a lot of times, then you would CIRCLE number 4.

To repeat: Please CIRCLE one number to tell us how many times you have done each of the following things since you graduated from Grade 6.

SINCE YOU GRADUATED FROM GRADE 6, HOW MANY TIMES HAVE YOU:

	Never	Once	A few times	A lot of times
Taken aspirin <24>	1	2	3	4
Drunk beer <25>	1	2	3	4
Used marijuana (grass, pot, joints) <26>	1	2	3	4

SINCE YOU GRADUATED FROM GRADE 6, HOW MANY TIMES HAVE YOU:

Smoked cigarettes <27>	1	2	3	4
Drunk wine <28>	1	2	3	4
Used speed (uppers, whites) <29>	1	2	3	4
Used downers (reds) <30>	1	2	3	4
Used thanatos <31>	1	2	3	4
Drunk hard liquor (gin, whiskey, vodka, rum, bourbon, etc.) <32>	1	2	3	4
Sniffed glue, paint, or white-out <33>	1	2	3	4

	Never	Once	A few times	A lot of times
Used PCP (angel dust) <34>	1	2	3	4

For each sentence below, CIRCLE the number that best matches your answer.

	Disagree a lot	Disagree a little	Agree a little	Agree a lot
True friends don't push kids into trying drugs or alcohol. <35>	1	2	3	4
It's okay for kids to try marijuana, just to satisfy their curiosity. <36>	1	2	3	4
Any kid who says that drinking alcohol isn't fun is really out of it. <37>	1	2	3	4
Drugs bought on the street are not safe to use. <38>	1	2	3	4
It is perfectly safe to take medicine that a doctor has given to someone else. <39>	1	2	3	4
Most kids my age use alcohol or drugs like marijuana. <40>	1	2	3	4
There is nothing wrong with kids smoking cigarettes as long as they don't smoke too many. <41>	1	2	3	4
Most police officers can be trusted. <42>	1	2	3	4
Kids who drink alcohol are more grown up than those who don't. <43>	1	2	3	4
It is okay for kids to drink alcohol as long as it doesn't become a habit. <44>	1	2	3	4
Kids who use drugs have more friends than those who don't. <45>	1	2	3	4
If you're under a lot of stress, drinking alcohol or taking drugs won't really help. <46>	1	2	3	4
Police officers would rather catch you doing something wrong than try to help you. <47>	1	2	3	4

	Disagree a lot	Disagree a little	Agree a little	Agree a lot
If you attend a party where everyone else is drinking beer and wine, you can have a good time without joining in. <48>	1	2	3	4
If someone you like wants you to do something you think is wrong, there is no way you can say "no" and still be friends. <49>	1	2	3	4
Using street drugs is wrong, no matter how little you use them. <50>	1	2	3	4
If someone offers you a drug such as marijuana, you should talk to an adult about what happened. <51>	1	2	3	4
Sometimes the only way to keep from feeling sad is to get "high." <52>	1	2	3	4
By the time I enter high school, I will probably have tried cigarettes at least once. <53>	1	2	3	4
By the time I enter high school, I will probably have tried alcohol at least once. <54>	1	2	3	4
By the time I enter high school, I will probably have tried drugs at least once. <55>	1	2	3	4